

1985

## 1985-1986 Catalog

Governors State University

Follow this and additional works at: <http://opus.govst.edu/catalogs>

---

### Recommended Citation

Governors State University, "1985-1986 Catalog" (1985). *Catalogs*. Paper 12.  
<http://opus.govst.edu/catalogs/12>

This Book is brought to you for free and open access by OPUS Open Portal to University Scholarship. It has been accepted for inclusion in Catalogs by an authorized administrator of OPUS Open Portal to University Scholarship. For more information, please contact [opus@govst.edu](mailto:opus@govst.edu).

# GOVERNORS STATE UNIVERSITY 1985-1986 CATALOG



# 1985-1986 Academic Calendar

The complete academic calendar appears in the *Schedule of Classes* for each trimester.

## FALL TRIMESTER 1985

Financial Aid Application Deadline for the 1985-86 academic year . . . . .	May 1
Advance Registration . . . . .	July 15-August 2
Admission Application and Credential Deadline . . . . .	August 16
Open Registration and Fee Payment . . . . .	August 27 & 28
Classes Begin . . . . .	September 3
HOLIDAY—Thanksgiving Recess Begins . . . . .	November 28
Classes Resume . . . . .	December 2
Trimester Ends . . . . .	December 14

## WINTER TRIMESTER 1986

Advance Registration . . . . .	November 13-December 4
Admission Application and Credential Deadline . . . . .	December 20
Open Registration and Fee Payment . . . . .	January 7 & 8
Classes Begin . . . . .	January 13
HOLIDAY—Martin Luther King's Birthday (observed) . . . . .	January 20
HOLIDAY—Lincoln's Birthday . . . . .	February 12
Trimester Ends . . . . .	April 26

## SPRING/SUMMER TRIMESTER 1986

Advance Registration . . . . .	March 19-April 9
Admission Application and Credential Deadline . . . . .	April 18
Open Registration and Fee Payment . . . . .	April 29 & 30
Classes Begin . . . . .	May 5
HOLIDAY—Memorial Day (Observed) . . . . .	May 26
COMMENCEMENT . . . . .	June 7 and 8
Admission Application and Credential Deadline for Summer Session . . . . .	June 20
HOLIDAY—Independence Day . . . . .	July 4
Trimester Ends . . . . .	August 16

GOVERNORS  
STATE  
UNIVERSITY

# CATALOG

1985-1986





GOVERNORS  
STATE  
UNIVERSITY

# CATALOG

1982-1986

Notice: It should be understood that information in this *Catalog* is subject to change and does not constitute a contract between the student and the university. Through the university governance and administrative processes, changes may occur after publication and such changes take precedence over catalog statements. Students are responsible for meeting all applicable requirements and are encouraged to seek current information from appropriate offices.

# Table of Contents

Academic Calendar.....	Inside Front Cover
The University.....	5
Academic Services.....	7
Student Life.....	13
Admissions Information.....	19
Degree Requirements.....	29
Academic Regulations.....	39
Tuition and Fees.....	47
Financial Assistance.....	53
Undergraduate Studies.....	61
Degrees Offered.....	63
College of Arts and Sciences.....	65
College of Business and Public Administration.....	85
College of Education.....	98
College of Health Professions.....	105
Board of Governors Degree Program.....	115
Graduate Studies.....	117
Degrees Offered.....	120
College of Arts and Sciences.....	121
College of Business and Public Administration.....	133
College of Education.....	139
College of Health Professions.....	152
Course Descriptions.....	161
Appendix.....	299
Professional and Administrative Staff.....	315
Illinois Board of Higher Education.....	331
Board of Governors.....	331
Campus Map.....	332
Catalog Index.....	334
Regional Map.....	Inside Back Cover

Governors State University is an affirmative action/equal opportunity university which administers its educational and employment programs in compliance with federal, state and local laws and does not discriminate on the basis of race, color, national origin, religion, sex, age or handicap.

# The University



Governors State University was chartered in 1969 in response to the dramatic growth of the Illinois community college system. The state recognized the need for an upper division, commuter university designed to allow graduates of the community college system and others in the southern Chicago metropolitan area access to baccalaureate and graduate study in a convenient location and at a reasonable cost.

The university is situated on a 750-acre campus with three lakes and several nature trails. The main building is a remarkable structure, nearly a quarter of a mile in length, with large open areas which integrate the facility with the surrounding landscape. The campus also boasts 21 exciting sculptures which have been described as "perhaps the finest exhibition of monumental sculpture in the country."

In response to the needs of the region, the university provides educational opportunities in liberal arts, science, education, business and health. Special emphasis is given to programs in fields with growing employment opportunities at both the undergraduate and graduate levels. The university also emphasizes liberal education to provide a broad educational base for continued learning.

The university provides service to diverse clientele over a wide geographic area through off-campus instruction at numerous sites in the region. Mediated instruction in television and correspondence formats also is available. The provision of necessary academic support services—student activities, counseling, learning assistance, advisement, placement and other special programs—is integral to the university's commitment to its unique student body.

The curricula of the university are offered through the College of Arts and Sciences, the College of Business and Public Administration, the College of Education, and the College of Health Professions. A special undergraduate liberal arts degree is offered through participation in the Board of Governors Bachelor of Arts degree program. Governors State University is accredited by the North Central Association of Colleges and Secondary schools.

The constitution of the university provides for a governance system to ensure involvement of all constituencies in the policy-making process of the university. The constitution established three senates: faculty, student and civil service, to be assisted by a coordinating council and charged to make policy recommendations to the president.

Governors State, and Eastern, Western, Chicago State, and Northeastern Illinois universities are responsible to the Board of Governors of State Colleges and Universities. This board is responsible to the state legislature and governor through the Illinois Board of Higher Education.

# Academic Services



## ADMISSION AND RECRUITMENT

The Office of Admissions and Student Recruitment may be an individual's first contact with Governors State University. The office provides preadmission counseling, which includes current information about the university curricula, admission requirements, transcript evaluation, and the transfer of credit process, as well as degree requirements. The office is responsible for the application and admission process for both undergraduate and graduate students, including receipt of applications and credentials, credential evaluation and notification regarding decisions on admission, and for the identification and application of credits toward the liberal education policy requirements. The admission counselor for international students provides assistance to applicants in the areas of international credential evaluation and information regarding requirements of the Department of Immigration and Naturalization Services.

The office is open Monday through Thursday, 8:30 a.m. - 8 p.m.; Friday, 8:30 a.m. - 5 p.m.; and Saturday, 9 a.m. - Noon.

Preadmission counseling is available, with or without an appointment, during the following hours: Monday and Thursday, 1 - 8 p.m.; Tuesday and Wednesday, 9 a.m. - 5:30 p.m.; Friday, 1 - 5 p.m.; and Saturday, 9 a.m. - Noon.

Student-guided campus tours also are available by appointment Monday through Friday at 10 a.m., and Monday through Thursday at 4 p.m.

## REGISTRATION AND RECORDS

The Registrar's Office coordinates registration, add/drop, grade processing, and graduation activities at various times during the academic year. In addition to those major functions, the Registrar's Office maintains the official academic records of the university.

The Registrar's Office serves both currently enrolled and former GSU students. A variety of services are available including: providing registration information; registering students for courses; producing official transcripts; certifying enrollment; verifying degrees earned; processing changes of address, name, or residence classification; producing grade reports; certifying students for graduation; and providing information concerning commencement.

Staff members are available to assist students in understanding university policies and procedures and in interpreting academic regulations. The office is open from 8:30 a.m. until 8 p.m., Monday through Thursday, and from 8:30 a.m. until 5 p.m. on Friday.

## UNIVERSITY LIBRARY

The University Library is open with reference and information service provided 74 hours per week. Librarians are available to help students at three locations: the main reference desk, the documents/serials information desk, and the materials center information desk. The library staff offers tours of the library and provides bibliographic instruction to individuals and groups upon request.

The library maintains a comprehensive collection of print and audiovisual material. These materials are, with few exceptions, on open shelves, readily accessible to users. The collection encompasses over 221,000 books; 28,000 media items, including 16mm films, video cassettes, recordings, filmstrips, slides, and kits; 339,000 microfiche; and 2,300 periodical subscriptions. The library is a depository for both U.S. and Illinois government documents.



Library resources and facilities include: the materials center collection containing curriculum materials, textbooks, and juvenile literature in support of the teacher education program; the university archives; a pamphlet file for topical, ephemeral information; a test file, containing sample materials used for educational and psychological testing and measurement; video cassettes for the university telecourses; reserve materials assigned by faculty to support current courses; and a small collection of current fiction and nonfiction for recreational reading. The library provides student and lounge areas, equipment for using audiovisual materials, coin-operated photocopiers, and typewriters for student use.

Material in the library is identified and located through LCS (Library Computer System), a database providing users with on-line access to the collection and its holdings by author, title, and classification number; traditional author/title and subject card catalogs; and various indexes and abstracts. Librarians will do computer-assisted bibliographic searches (a fee-based service) upon patron request.

Books and journal articles not available in our library can often be obtained for students through cooperative networks or interlibrary loans. The library also has contractual agreements with other academic institutions which permit GSU students to use their libraries.

## TESTING

The Testing Center administers the university competency testing program in addition to offering a variety of other services to students. These services include the administration of individual assessment instruments, with confidential interpretation to assist students in evaluating individual strengths and interests and to inform their decision making and planning.

United States and Illinois Constitution testing is available free. The center also administers the College Level Exam Program (CLEP) and Proficiency Exam Program (PEP) tests. Information regarding national testing programs such as the Graduate Record Exam (GRE), the Graduate Management Admission Test (GMAT) and the Law School Admission Test (LSAT) is available.

Further information about these services can be obtained through the center during their office hours: Monday through Thursday, 11:30 a.m. - 8 p.m.; and Friday and Saturday, 8:30 a.m. - 5 p.m.

## LEARNING ASSISTANCE

The Center for Learning Assistance offers tutorial learning skills assistance to help students enhance their academic adjustment. The center offers course-related tutoring, self-instructional materials, and learning lab seminars. Remedial and tutorial assistance is provided in mathematics, research paper writing techniques, study methods, reading, and test taking.

The office hours are Monday through Thursday, 9 a.m. - 9 p.m.; Friday, 9 a.m. - 5 p.m.; and Saturday, 9 a.m. - Noon.

## CONTINUING EDUCATION

The Office of Continuing Education coordinates and supports all courses offered at off-campus sites, independent study by correspondence courses, and telecourses and teleclasses, as well as on-campus courses requiring additional logistical support.



Courses are currently offered at approximately forty locations in the Chicago metropolitan area, as well as in Kankakee, Joliet, Fort Sheridan, Great Lakes Naval Training Center, and Chanute Air Force Base.

## ASSESSMENT OF PRIOR LEARNING

The Office of Assessment has responsibility for the review, evaluation and award of credit for prior experiential learning and administers the Board of Governors Bachelor of Arts degree program.

Through the Credit Through Evaluation of Experiential Learning Process (CEEL), students may earn credit for prior learning which may be applied toward bachelor's or master's degree requirements. Governors State University, in part through its association with the Council for the Advancement of Experiential Learning (CAEL), has received significant recognition as a leader in this area. More information about the CEEL process can be found in the "Academic Regulations" section of this *Catalog*.

## BOARD OF GOVERNORS DEGREE PROGRAM

The Illinois Board of Governors of State Colleges and Universities offers through Governors State University a special and unique type of bachelor of arts degree which is highly individualized and designed to meet the educational needs of many adults. More information about this program can be found in the "Undergraduate Studies" section of this *Catalog*.

## CONFERENCES AND WORKSHOPS

The Office of Conferences and Workshops works closely with faculty, administrators and staff, as well as outside organizations and individuals, in providing a wide variety of conferences and workshops. The office offers beginning planning advice, plus full administrative and logistical support for credit and noncredit conferences, workshops and seminars.

## ACADEMIC COMPUTING SERVICES

Academic Computing Services (ACS) provides access to computer terminals and microcomputers for students, faculty, and staff through the ACS classrooms and laboratory. Students enrolled at GSU may use the terminals and microcomputers to complete assignments. Terminal use requires an individual account which is assigned by the faculty member teaching the course in which the student is enrolled. Use of the microcomputers requires the student to provide a 5.25-inch floppy disk that can be formatted.

Current hardware includes Apple IIe, Apple II+ and IBM PC microcomputers; CRT and hardcopy terminals; and a graphics terminal and plotter. A Harris 1620 Remote Job-Entry station (RJE) utilizing HASP provides access to a Control Data Cyber 170/730 using the Network Operating System (NOS) 2.2 and to an IBM 4381 using OS/VS1. Current software includes APL, BASIC, BMDP, COBOL, FORTRAN, Minitab, Pascal, RNF, SAS, SPSS, and XEDIT.

Lab hours are 8 a.m. - 10:30 p.m., Monday through Thursday; 8 a.m. - 8 p.m., Friday; and 8 a.m. - 5 p.m. on Saturday. Lab assistants are available during these hours to answer questions.

## INSTRUCTIONAL COMMUNICATIONS

The most modern communications media are available in the Instructional Communications Center (ICC). Telecourses and other programming of broadcast quality are produced on location and in the two color television studios for distribution via broadcast and cable outlets in the Chicago area and throughout the United States. Production services also include computer typesetting, graphic design, color and black and white photography, and slide/tape production. Audio services include public address, studio and remote recording, and duplication.

Working closely with academic programs, the ICC provides necessary training for students in the communication arts and sciences through academic courses, individual work in the media lab or student assistance to the professional staff in areas of the production process.

The Instructional Communications Center supports the university's teaching, research and public service in several ways. Instructional developers design appropriate materials for faculty to be used in classrooms, for independent study, and in off campus settings. The materials may include graphics, photographs, audio-tapes or television sequences.

## PLACEMENT

The Placement Office provides employment search services to all students and alumni. Counseling and practical help in accomplishing the transition from academic life to employment is offered as well as other forms of assistance which include: job vacancy listings of full- and part-time employment; assistance in resume development; free credential referral service; on-campus job interviews; reference materials such as salary surveys, employer directories, and a variety of free handout materials. The Placement Office also compiles a job vacancy bulletin, "The Career Communique."

The office is open Monday through Thursday, 8:30 a.m. - 7 p.m.; and Friday, 8:30 a.m. - 5 p.m.



# Student Life



The university experience at Governors State extends far beyond the traditional classroom. Interaction with other students, faculty and administrators is an integral part of the educational process. Students are offered the opportunity to further develop their leadership, group and personal communication skills while becoming a part of the GSU community through involvement in student life programs. They have the chance to develop friendships and skills that can aid in their overall development.

## NEW STUDENT ORIENTATION SESSIONS

Each fall all new degree-seeking students participate in an orientation offered in cooperation with the students' college. The orientation provides an overview of resources available to new students to assist them in adjusting to student life. Also, an orientation session for international students is offered each trimester.

## STUDENT RESOURCE CENTER

The center provides students with the following:

1. Housing information  
A listing of available local housing and prices is maintained.
2. Locker assignment: available for each student
3. Jumper cables
4. Nonphoto and photo identification cards (small charge for photo ID cards)
5. Car pooling
6. Use of camping gear
7. Use of bicycle and cross country skiing equipment
8. University lost and found

## INFORMATION OFFICE

Students who need a question answered or a referral can call or stop by the Information Office. Information and referral services for students are offered all day and each evening.

## CHILD CARE CENTER

Students, staff and faculty who are parents can use the campus Child Care Center which is subsidized and charges the lowest fees in the area. Licensed by the Department of Children and Family Services, the center provides programs for toilet-trained children two to twelve years old. The center also participates in the state subsidized Child Care Food Program.

## STUDENT ACTIVITY CENTER

A commuter institution needs a place where students can relax and visit before and after class with other members of the GSU community. The Student Activity Center is open late each evening and provides the following resources:

1. Free use of electric typewriters
2. Games and leisure activities
  - a. backgammon
  - b. chess
  - c. table tennis
  - d. pool table
  - e. foosball table

- f. video games
- g. Free checkout of bicycles, cross country skiing and camping equipment
- 3. Television
- 4. Lounging areas
- 5. Mailboxes for student organizations

## INTRAMURAL AND RECREATIONAL ACTIVITIES

The university maintains a cooperative agreement with the YMCA to administer our gymnasium and pool facilities. Swimming, racquetball, and recreational classes are all available on campus. Students can join the "Y" for a nominal fee. Intramural programs are offered through the Student Activities Office. Students can spend time on our beautiful 750-acre campus using trails, outdoor volleyball, basketball and tennis courts, baseball fields, or the new cross country ski trail through our sculpture park.

## CLUBS AND ORGANIZATIONS

Students are encouraged to participate in the over 30 student clubs and organizations on campus. The majority of our clubs are organized around specific academic areas. The Student Organization Council charters student clubs and organizations based on student interest. The following clubs have received a charter to operate on campus:

- Accounting Club
- Alcoholism Sciences Club
- Alpha Kappa Alpha (Sorority)
- American Council of Hospital Administrators
- American Marketing Association
- Art Students League
- Criminal Justice Club
- Computer Club
- English Club
- Finance and Real Estate Club
- Future Teachers Association
- GSU Film/Video Society
- Health Services Administration
- Human Services/Communication Science Club
- Infinity (Photographers)
- International Students Association
- Kennel Club
- Malaysian Students Association
- Medical Technology Club
- Music Educators National Conference
- National Students Speech/Hearing/Language Association (NSSHLA)
- Naturalist Club
- Professional Nurses Organization
- Psychology Club
- Public Administration Club
- Social Work Club
- Society for the Advancement of Management (S.A.M.)
- Student Association of Alcoholism Sciences
- Union of African People
- Veterans Club
- Volleyball Association

## MUSIC PERFORMANCE OPPORTUNITIES

The Division of Fine and Performing Arts offers music performance opportunities and activities for students throughout the university. There are presently six performing groups open for participation to all students, either for credit or noncredit.

The GSU Community Chorale is composed of both students and community members and features major works by master composers. This group meets one evening a week and performs two concerts a year.

The University Singers offers an opportunity to perform various forms of vocal literature including the music of Brahms, Waring, Schubert and Bach. The singers meet twice a week during the day and annually present several concerts both on and off campus.

The GSU Community Symphonic Band performs two concerts annually in addition to participating in the university's commencement ceremony. This group meets one evening a week and is open to community members and students.

The University Jazz Ensembles offer students and community members the opportunity to participate in two jazz groups. A jazz combo meets during the day, and a jazz ensemble meets in the evening.

The jazz ensemble has traditionally participated in jazz festivals throughout the midwest and has been featured with outstanding guest artists. Participation is determined by audition.

## CULTURAL AND SOCIAL PROGRAMS

Nationally known performers, artists, lecturers, films, dance and theatre troupes are brought to campus each year. A student "Program Advisory Committee" recommends the varied programs that are presented. Students with a validated ID are admitted to most events free.

Special art and photography exhibits are offered all year long in the University Visual Arts Gallery, as well as the Infinity Gallery. A variety of leadership training workshops are offered to student leaders each trimester.

## CAMPUS STUDENT MEDIA

The Student Communications Media Board approves all student media groups on campus that receive whole or partial funding through student fees. Students can petition for the establishment of varied campus student communications media. The *INNOVATOR* is the bi-weekly student newspaper and is the main source of information about campus life.

## GOVERNANCE

Students are encouraged to participate in the decision making processes affecting the university. Students share in the governance processes by serving as representatives on the student senate, the Board of Governors, and the Illinois Board of Higher Education.

### STUDENT SENATE

Composed of 21 elected student representatives, the student senate is involved in all facets of student life on campus and acts as the official policy recommending body for students.



### BOARD OF GOVERNORS

Each year a qualified student is elected as the university's student member of the Board of Governors of State Colleges and Universities.

### ILLINOIS BOARD OF HIGHER EDUCATION

A qualified student is also elected as a member of the Advisory Committee to the Illinois Board of Higher Education. An alternate for this position is also selected.

### WOMEN'S RESOURCE CENTER

The Women's Resource Center serves students and women in the community by providing referrals for educational, employment, family, financial, health, legal, and other problems. The center maintains files of resource materials and books; presents speakers, workshops, and conferences; and serves as a drop-in center for men and women in the CSU community. The center is supported by funds from the Office of Student Activities and the Division of Humanities and Social Sciences in the College of Arts and Sciences. Hours vary each trimester. An answering service is always available at 534-5000, Ext. 2435.

### COUNSELING CENTER

The University Counseling Center offers services to students who wish to talk with qualified persons about educational matters, personal concerns, and career-related issues in a confidential manner. The basic commitment of the center is to help students identify and meet individual needs; to assist in making adjustments in learning and living situations; and to enhance aspirational levels so that the students may come to realize and accept their individual worth and potential. Among the various services offered are individual and/or group counseling as well as academic support and career workshops that provide information and insights to help change behavior, make decisions and develop appropriate future plans.

The office hours are Monday through Thursday, 8:30 a.m. - 8 p.m.; and Friday, 8:30 p.m. - 5 p.m.

### CAMPUS MINISTRIES

The Campus Ministries offers students of any religious persuasion an opportunity to discuss and express their spiritual values. The primary commitment of the office is to foster and facilitate spiritual growth and development. Among the various activities is a weekly discussion forum, "Theology for Lunch," and spiritual counseling and guidance.

# Admissions Information





## General Admission and Application Information

Applications for admission are accepted in the Office of Admissions up to one year in advance of the expected trimester of enrollment. Persons may apply and be admitted for the fall trimester (September through December); the winter trimester (January through April); the spring/summer trimester (May through August); or the summer session (July and August). Application and credential deadlines are approximately three weeks prior to registration for each trimester and the summer session. Specific deadline dates are published in the academic calendar and in the *Schedule of Classes* for each trimester.

### CLASSIFICATION FOR ADMISSION

Persons are admitted to Governors State University in one of the following three classifications:

- Degree-seeking student (undergraduate or graduate)
- Student-at-large (undergraduate or graduate)
- Special nondegree student (undergraduate only)

#### DEGREE-SEEKING STUDENTS

Persons who plan to pursue a degree program at Governors State University should apply as degree-seeking students. These students are admitted to a specific major and are assigned an academic advisor at the time of admission. They are also eligible to participate in advance registration and are given registration priority.

#### STUDENTS-AT-LARGE

Persons who plan to enroll in courses at Governors State University, but who do not intend to earn a degree, may be admitted as students-at-large at the undergraduate or graduate level. Students-at-large are not assigned academic advisors. They receive registration assistance from counselors in the Office of Admissions. Coursework completed in this status does not automatically apply to a degree program. Students-at-large are not eligible to earn any Governors State University degree. If at some later date a student-at-large wishes to enter a degree program, formal application and admission to that program is required. The application of such courses to degree requirements is governed by policies established by the university, the deans and faculty of each college and in effect at the time of admission to a degree program. Graduate students may not apply more than fifteen hours of credit earned as a student-at-large toward degree requirements in a graduate program.

**NOTE:** With the exception of the Illinois guaranteed loan program and veterans benefits, students-at-large are not eligible for university administered financial aid. A person on an F-1 visa is not eligible to enroll as a student-at-large unless the sponsoring university verifies enrollment in a degree program.

#### SPECIAL NONDEGREE STUDENTS

Persons who have not earned sixty semester hours of college credit, but who have had equivalent specialized experiences, and intend to enroll in a course, workshop, seminar or other university activity for credit, are eligible to become special nondegree students.

# Undergraduate Admission Information

All baccalaureate programs offered by the university are planned for students who have successfully completed two years of college, including a well-developed program of general education. Admission policies of the university are formulated to assure an admitted student's reasonable opportunity for success in the chosen field of study.

## DEGREE-SEEKING STUDENTS

### Criteria for Admission to an Undergraduate Major

Persons will be admitted as undergraduates on a first-come, first-served basis to a specific major. Persons are eligible for undergraduate admission if they:

1. Have earned an Associate of Arts (A.A.) or an Associate of Science (A.S.) degree from a regionally accredited institution of higher education; or
2. Have earned at least 60 semester hours (or 90 quarter hours) of credit from a regionally accredited institution of higher education with at least a "C" average (2.0 on a scale of 4.0) in any 60 semester hours (or 90 quarter hours) of the total collegiate hours;
3. Were in good standing at the last institution attended; and
4. Have satisfied any collegial and/or major admission criteria if applicable for undergraduate study in the specific major to which they apply.

NOTE: Applicants should refer to the information related to their areas of interest in this publication for special collegial and/or major admission criteria and additional credentials which may be required.

### Credentials/Procedures Required for Admission to an Undergraduate Major

1. Complete an undergraduate application available through the Office of Admissions. Submit the application to the Office of Admissions prior to the application and credential deadline for the term in which enrollment is desired.
2. Request that all previous institutions attended forward complete and official transcripts to the Office of Admissions. These materials must be received prior to the application/credential deadline for the term of enrollment desired.
3. Submit additional documentation, if required by the specific major to which application is being made, to the Office of Admissions.

### Notification Regarding Admission Status

Undergraduate degree-seeking students will receive a certificate of admission from the Office of Admissions upon being admitted to the university and will be assigned an academic advisor. Degree-seeking applicants are not eligible to register until they have received a certificate of admission. Students may be admitted conditionally. All conditions of admission are stated on the certificate of admission. Failure to meet stated conditions by the date specified may result in the student not being allowed to register for future terms and not being allowed to receive academic records from Governors State University.

## STUDENTS-AT-LARGE

### Criteria for Admission as an Undergraduate Student-at-large

Persons will be admitted as undergraduate students-at-large if they:

1. Have earned an Associate of Arts or an Associate of Science degree from a regionally accredited institution, or
2. Have earned at least 60 semester hours (or 90 quarter hours) of credit with at least a "C" average (2.0 on a scale of 4.0) from a regionally accredited institution.

### Credentials/Procedures for Admission as an Undergraduate Student-at-large

1. Students-at-large are NOT required to submit an application for admission prior to the registration period.
2. During registration on dates specified in the *Schedule of Classes*, or at any time during the add/drop and late registration period, persons planning to enroll as students-at-large should go directly to the student-at-large check-in area. At this time they will complete both the application and registration forms.
3. Applicants MUST bring their transcript(s) or diploma(s) to verify that they meet the minimum admission requirements cited above.

NOTE: All credentials will be returned to the student upon verification of admissibility. Once a student has registered as a student-at-large or has previously attended GSU in a degree status, it will not be necessary to furnish evidence of admissibility for subsequent registrations.

## SPECIAL NONDEGREE STUDENTS

### Requirements for Admission as a Special Nondegree Student

Persons may be admitted as special nondegree students based on the following requirements:

1. They must apply for admission in advance of the application and credential deadline. Persons seeking to apply and enroll for off-campus courses at an off-campus site, may, as an exception, submit the application at the time of enrollment.
2. They must petition for enrollment in the appropriate college for each separate term of enrollment.
3. They will be permitted to enroll only if space is available after eligible regular students are enrolled.
4. They may enroll for no more than two classes per trimester and may earn a maximum of 15 credit hours in this status.

NOTE: Credit earned in this status cannot be used toward meeting minimum criteria for admission.

### Credentials/Procedures for Special Nondegree Students

1. Complete and submit an undergraduate application, available through the Office of Admissions.
2. Complete and submit a petition form, available through the Office of Admissions, specifying the course(s) in which enrollment is desired.
3. Request that transcripts from all previous institutions attended be forwarded to the Office of Admissions. Admission may be conditional pending receipt of all complete and official transcripts.

**Notification Regarding Admission Status**

Special nondegree students will receive a certificate of admission from the Office of Admissions upon being admitted and will be assigned to the dean of the college or the director of the BOG Program, as appropriate, for advisement purposes. Ordinarily, applicants are not eligible to register for on campus courses until their certificate of admission has been received.

## Graduate Admission Information

### DEGREE-SEEKING STUDENTS

**Criteria for Admission to a Graduate Major**

Persons will be admitted as graduate students on a first-come, first-served basis to a specific major if they:

1. Have earned a bachelor's degree from a regionally accredited college or university; and
2. Were in good standing at the last institution attended; and
3. Have satisfied collegial and/or major criteria if applicable for graduate study in the specific major to which they apply. Such criteria may require additional documentation, letters of recommendation, a minimum grade point average at the undergraduate level and/or a minimal score on a graduate examination; a performance audition or portfolio evaluation showing graduate level competency, or other evaluative data. Applicants should refer to the information related to their areas of interest in this publication for specific collegial and/or major criteria and additional credentials which may be required.

**Credentials/Procedures Required for Admission to a Graduate Major**

1. Complete a graduate application available through the Office of Admissions. Submit the application to the Office of Admissions prior to the application and credential deadline for the term in which enrollment is desired.
2. Request that all previous institutions attended forward complete and official transcripts to the Office of Admissions. These materials must be received prior to the application/credential deadline for the term in which enrollment is desired.
3. Submit additional documentation, if required by the specific major to which application is being made, to the Office of Admissions.

**Notification Regarding Admission Status**

Graduate degree-seeking students will receive a certificate of admission from the Office of Admissions upon being admitted to the university and will be assigned an academic advisor. Degree-seeking applicants are not eligible to register until they have received a certificate of admission. Students may be admitted conditionally. All conditions of admission are stated on the certificate of admission. Failure to meet stated conditions by the date specified may result in the student not being allowed to register for future terms and not being allowed to receive academic records from Governors State University.

NOTE: Admission to a degree program does not carry with it, nor guarantee, admission to degree candidacy.

## STUDENTS-AT-LARGE

### Criteria for Admission as a Graduate Student-at-large

Persons will be admitted as graduate students-at-large if they have a bachelor's or graduate degree from a regionally accredited institution.

### Credentials/Procedures for Admission as a Graduate Student-at-large

1. Graduate students-at-large are not required to submit an application for admission prior to the registration period.
2. During registration on dates specified in the *Schedule of Classes*, or at any time during the add/drop and late registration period, persons wishing to enroll as students-at-large should go directly to the student-at-large check-in area. At this time they will complete both the application and registration forms.
3. Students must bring their transcript(s) or diploma(s) to verify that they meet the minimum admission requirements cited above.

NOTE: All credentials will be returned to the student upon verification of admissibility. Once a student has registered as a student-at-large or has previously attended GSU in a degree status, it will not be necessary to furnish evidence of admissibility for subsequent registrations.

## Supplemental Admission Information

### SPECIAL ADMISSIONS

1. Applicants not meeting one or more of the published minimum university criteria for admission and who fall into one or more of the categories cited below must petition for admission to a major under the Policy on Readmissions and Special Admissions:
  - a. Applicants who are not in good standing at the last institution attended. (Applicants who have been suspended [dismissed] may petition for admission for a trimester no earlier than one year from the date of suspension [dismissal].)
  - b. Undergraduate applicants with less than a 2.0 grade point average on a 4.0 scale for at least 60 semester hours of earned college credit, regardless of academic standing at the last institution attended.
  - c. Undergraduate applicants who have earned at least 54, but less than 60 semester hours of college credit.
  - d. Applicants seeking admission based on credit/degree(s) earned from a nonregionally accredited institution(s).
2. Applicants who meet minimum university criteria for admission, but who do not meet more selective criteria established by the desired major, should petition the appropriate division chairperson through the Office of Admissions who will make a recommendation to the dean of the appropriate college.
3. Applicants not in good conduct standing at the last institution attended must petition for admission to the dean of Student Affairs and Services.

Additional information regarding special admission opportunities and petitions for admission are available from the Office of Admissions.



## READMISSIONS

Reapplication and readmission to the university is required in the following instances:

1. If a student has completed a degree at GSU and wishes to reenter as a degree-seeking student in another major or wishes to take classes as a student-at-large.
2. If a student has been admitted as a student-at-large or special nondegree student and is seeking admission to a major.
3. If a degree-seeking student has lost continuing status as defined by university policy and is seeking admission either to a major or as a student-at-large.
4. Degree-seeking students who have lost continuing status while on academic probation at GSU, and are seeking admission to a major, and any student who has been academically suspended from GSU, must petition for readmission under the Policy on Readmissions and Special Admissions and procedures established by the university and the Office of Admissions.

Students readmitted to the university who are on academic probation at GSU return under the same status unless they invoke their right of academic amnesty.

Students readmitted to the university who have been academically suspended will be placed on academic probation extended status for their first trimester after readmission unless they have invoked their right of academic amnesty.

A student twice suspended from the university for academic reasons will not be considered for readmission to the university at any later date.

Applications and additional documentation, if required for readmission to a specific major, must be submitted in advance of the application/credential deadline for the trimester in which enrollment is desired.

Additional information regarding procedures for readmission and petitions for admission is available from the Office of Admissions.

## ENGLISH LANGUAGE PROFICIENCY

This policy is intended to ensure that students whose primary (native) language is not English have attained sufficient mastery of the English language to maximize the probability of the successful completion of their degree program.

All applicants for degree programs whose primary (native) language is not English, or who submit credentials from any country other than the United States to meet admission requirements, must provide evidence of having attained a minimum acceptable score of 500 for undergraduates and 550 for graduates on the Test of English as a Foreign Language (TOEFL). This TOEFL requirement does NOT take the place of the university testing requirement or the language proficiency requirements for specific majors as stated in this *Catalog*.

The TOEFL requirement may be waived by the director of Admissions and Student Recruitment (or designee) under certain conditions as follows:

1. If the applicant has a degree from a regionally accredited college or university in the United States with a program of study which included both a basic English composition course and an oral communication course.
2. If the applicant presents credentials documenting minimum criteria for admission from a country whose official language is solely English as cited in the 1984 edition of *The World Almanac*, Newspaper Enterprise Association (International Standard Book Number 0-385-18998-2).

## TOEFL INFORMATION

For applicants not living in the United States, information on testing dates and locations and the *TOEFL Bulletin of Information* and registration form may be obtained at the American embassies and consular offices of the United States information services, at United States education commissions and foundations abroad, and at binational centers. Applicants may also contact the Educational Testing Service, Box 89, Princeton, New Jersey 08540, U.S.A., if they are unable to secure the *TOEFL Bulletin* and registration form in their native country.

International students living in the U.S.A. can obtain this information by contacting ETS in Princeton or by writing the admission counselor for international students in the Office of Admissions.

## ADMISSION TO A DEGREE PROGRAM — NON U.S. CREDENTIALS

### Admission Criteria

1. Prior to admission to a major at either the undergraduate or the graduate level, applicants who have earned college level credit and/or graduated from academic institutions outside the United States, and who are seeking to demonstrate admissibility based on evaluation of these credentials, must have their credentials evaluated to determine if they have the equivalent academic preparation to that stated previously in this publication.
2. All applicants for admission as defined above must comply with the University Policy on English Language Proficiency.

### Credentials/Procedures

A completed application for admission should be sent to the Office of Admissions in addition to the following documents and academic credentials:

1. "Summary of Your Educational Experience by Years" form, obtained from the Office of Admissions;
2. Official TOEFL score report (see English Language Proficiency Policy);
3. Credentials for evaluation:
  - a. national examination results;
  - b. diplomas and/or certificates;
  - c. complete records of all college, university, or other post-secondary work, including diplomas and/or certificates;
  - d. college or university transcripts, if applicable.

Official (original) documents must be furnished and accompanied by certified English translations. These records must be certified by an official of the educational institution issuing them or by an appropriate United States or national government official.

All credentials cited above must be in the Office of Admissions TWO MONTHS PRIOR TO THE APPLICATION/ CREDENTIAL DEADLINE for the term for which the student is applying.

NOTE: Applicants on F-1, J-1 or J-2 visas should also see the section "Admission Information for International Students" which follows.

# Admission Information for International Students

An international student is defined as anyone who is studying in the United States under an F-1, F-2, J-1 or J-2 visa as specified by the Department of Immigration and Naturalization.

## ADMISSION REQUIREMENTS

### Academic Preparation

To be considered for undergraduate admission, an international student applicant must have completed the equivalent of two years of university-level work at a regionally accredited institution of higher education in the United States. International student applicants to graduate majors must have completed a level of education equivalent to the baccalaureate degree from a regionally accredited institution of higher education in the United States.

The admission counselor for international students will evaluate the applicant's credentials and determine if the applicant has met eligibility requirements for admission.

### Language Proficiency

All international student applicants for admission must comply with the University Policy on English Language Proficiency.

### Financial Statement

All international student applicants for admission must certify that adequate funds are available to meet all financial needs for the length of time necessary to complete a full-time course of study leading to a degree.

The applicant must review the "Financial Statement" and complete the "Certification of Finances" form on the reverse side. The completed form, with required supporting documentation, must be submitted to the Office of Admissions. No admission decision will be made until this certification process has been completed.

NOTE: The "Financial Statement-Certification of Finances" form is available from the Office of Admissions.

## PROCEDURES FOR APPLICATION AND ADMISSION

1. The completed application for admission should be submitted to the Office of Admissions, Governors State University, University Park, IL 60466, with the following documents:
  - a. a completed "Certification of Finances" form with supporting documentation;
  - b. an official TOEFL score report;
  - c. academic credentials for evaluation
    - (1) All students seeking admission based solely or partially on academic work completed outside the United States must have on file in the Office of Admissions all credentials needed for admission AT LEAST TWO MONTHS PRIOR TO THE APPLICATION AND CREDENTIAL DEADLINE for the trimester for which the student has applied.



- (2) All students seeking admission based on attendance at a United States College(s) must have on file in the Office of Admissions complete and official transcripts and other required credentials needed for admission prior to the published application credential deadline for the trimester for which the student has applied.
2. Unless the sponsoring university verifies enrollment in a degree program, applicants on F-1 visas are not eligible to enroll as students-at-large.
3. In general, applicants on F-1, F-2, or J-1, J-2 visas are not eligible to be classified as residents of the state of Illinois for tuition purposes, regardless of actual length of residence in the state of Illinois. However, a nonresident student with an F-1 visa may be reclassified as a resident student, under the *Board of Governors Regulations*, if that student files a declaration of residency with the university and demonstrates marriage to an individual who qualifies for resident status under the *Board Regulations*. (For a complete statement on the residency requirement, see "Appendix.")

## FEDERAL AUTHORIZATION

This institution is authorized under Federal Law— Act 101 (A) (15) (F); 18CFR2143—to enroll nonimmigrant alien students.

Although applicants on J-1 or J-2 visas may enroll, the university does not participate in the Exchange Visitor Program and is not authorized to issue Form DSP-66, which is required to extend the J-1 visa status.

NOTE: Governors State University does not have an international student office, and most special services traditionally offered by such offices are not available. The admission counselor for international students in the Office of Admissions is available to assist students in obtaining visas and legal documents and to evaluate credentials.

Since the university is a commuter institution, there are no dormitories or student housing facilities on campus. Students are responsible for arranging their own housing and transportation to and from the campus. Many students live in the immediate area or in Chicago and commute either by car or train to GSU.

# University Degree Requirements



Bachelor's or master's degrees are awarded to students who have completed degree programs that include a major and, in some cases at the undergraduate level, a concentration or a minor.

The following general requirements for the bachelor's and master's degrees are minimum standards established by the university. Colleges and/or individual majors determine additional, more specific requirements that will be incorporated into an approved student study plan.

## **STUDENT STUDY PLAN**

Every degree-seeking student is required to develop a student study plan with an assigned academic advisor during the first trimester of enrollment. The student study plan will detail the requirements for the degree sought which are in effect at the time of admission as a degree-seeking student. It will specify the amount of transfer credit, proficiency credit, and credit for experiential learning applied toward the degree requirements; the total credit hour requirement for the degree; required and elective courses; and the maximum number of credit hours and/or courses which can be taken off campus and applied toward the degree.

Whenever a student applies for acceptance of additional transfer credit from another regionally accredited institution, or seeks modification of the study plan, it must be reviewed and updated. When a student changes majors or is readmitted, a new study plan must be developed and approved. The student will be subject to the admission and degree requirements in effect for the major at the time of transfer or readmission. Students choosing to take courses not specified in the study plan may find that such credit may not apply toward the degree requirements.

## **RESIDENCY REQUIREMENTS**

All degree-seeking students are required to earn a minimum of 24 credit hours of coursework from Governors State University prior to the award of each degree sought.

In completing the requirements for a degree, students must earn at least 50% of the credit hours required for their degree (as specified on their individual study plans) through on-campus work.

For the purpose of this policy, on-campus work is defined as all GSU coursework taken at the Governors State University main campus, at sites within the Prairie State Community College district or at degree-granting sites approved by the governing boards.

## **GRADING AND ACADEMIC STANDING**

The grading policy and the academic good standing policy established by the university set minimum requirements for satisfactory progress toward degree requirements. They are detailed in the "Academic Regulations" section and the "Appendix" of this Catalog.

# Educational Certification

## PROGRAMS OF STUDY

Governors State University has been approved by the Illinois State Board of Education (ISBE) to offer programs of study leading to the corresponding certificate (or endorsement) as follows:

<b>Major/Concentration</b>	<b>Certificate/Endorsement</b>
<i>Undergraduate</i>	
Bilingual/Bicultural Education	Transitional Bilingual Certificate
Business Education	Standard High School Certificate
Elementary Education	Standard Elementary Certificate
English Education	Standard High School Certificate
Music Education	Standard Special Certificate endorsed in Music
Science Education (Chemistry, Biology, General Science)	Standard High School Certificate
<i>Graduate</i>	
Chief School Business Official	Administrative Certificate endorsed for Chief School Business Official
Communications Disorders	Standard Special Certificate endorsed in Speech and Language Impaired
Educational Administration	Administrative Certificate endorsed for General Administration
Educational Supervision	Administrative Certificate endorsed in General Supervision
Multicategorical Special Education	Standard Special Certificate endorsed in Educable Mentally Handicapped, Learning Disabilities and Social/Emotional Disorders
School Counseling	School Service Personnel Certificate endorsed in School Counseling
School Psychology	School Service Personnel Certificate endorsed in School Psychology

## REQUIREMENTS FOR CERTIFICATION

### Certification through Approved Program

To be recommended by Governors State University for any of the above certificates (or endorsements), an applicant must:

- have earned the required degree from an institution recognized by ISBE for teacher education;
- have acquired requisite experience for the administrative certificate;
- have completed a Governors State University state approved program leading to the desired certificate (or endorsement);

- have passed the university examinations in writing and basic mathematics for an elementary or high school certificate or a standard special certificate endorsed in music;
- be at least 19 years of age;
- be in good health;
- possess good character;
- be a U.S. citizen or have filed a declaration of intent to become a citizen, except in the case of a transitional bilingual certificate.

### **Certification through Transcript Evaluation**

Nondegree-seeking students pursuing a certificate (or endorsement) by transcript evaluation must possess a valid statement of deficiencies from ISBE (except for the supervisory endorsement on the standard special and school service personnel certificates). Applications for those students deficient in "student teaching" will be reviewed individually by the coordinator of clinical experiences, who may require students to satisfactorily complete additional coursework.

## **Undergraduate Requirements**

### **TRANSFER CREDIT FOR UNDERGRADUATE STUDENTS**

In general this statement applies to credits being transferred from regionally accredited institutions to majors except the Board of Governors Bachelor of Arts. The BOG/BA policies are described in the section on "Undergraduate Studies" in the *Catalog*.

The decision to accept credit earned prior to admission toward degree requirements is made by the academic advisor during the first trimester of enrollment when the student study plan is developed. The student study plan details the requirements for the degree including the number of transfer credits accepted toward those requirements.

Generally, no more than 60 semester hours of lower division credit will be applied toward degree requirements. Ordinarily only credits earned with a grade of "C" or better or "P" (pass) will be considered for transfer credit at the lower division. Credits with grades of "D" may be considered for transfer if the cumulative grade point average for transfer credit is at least 2.00 (on a 4.00 scale) or if the credit was accepted for the associate's degree.

Credits earned at the upper division level and evaluation of lower division level prerequisite/corequisite requirements are applied toward specific degree requirements on a course-by-course basis by the academic advisor. Only work completed with a grade of "C" or better or "P" (Pass) will be considered for transfer credit or satisfactory completion of a course prerequisite or corequisite.

Upon approval of the provost, individual degree programs may establish published requirements on transfer credit limiting the time period within which specific course credit must have been earned in order to be applied toward degree requirements.

After admission to a degree program, additional transfer credit will NOT be accepted from another institution UNLESS permission to apply such credit toward degree re-

quirements was obtained from the dean PRIOR to taking a course(s) at the other institution(s). Only courses with grades of "C" or better will be accepted in transfer after matriculation to a degree program.

Applicants seeking admission based on credit/degree(s) earned at nonregionally accredited institutions must petition for admission through the University Committee on Readmissions and Special Admissions. Applicants seeking to transfer credit from non-regionally accredited institutions toward degree requirements must petition the dean of the college in which the major is offered.

## GRADUATION REQUIREMENTS FOR A BACHELOR'S DEGREE

In order to graduate with a bachelor's degree an undergraduate student must meet the following minimum university degree requirements:

1. Complete a minimum of 120 credit hours, including lower division credit hours for admission and any upper division level transfer credit accepted for a bachelor's degree.
2. Complete a minimum of 60 upper division credit hours, including any upper division transfer credit accepted toward degree requirements.
3. Satisfy the liberal education requirements.
4. Satisfy the residency requirements.
5. Demonstrate that all degree requirements have been met as defined in the student's study plan approved in the college.
6. Be in academic good standing.
7. Remove all grades of incomplete (I or E) by the graduation processing date.
8. Satisfy the requirements of the university writing and basic mathematics testing policy.
9. Meet all financial obligations to the university.
10. Complete the collegial and university procedures which cover implementation of the above requirements.

NOTE: Graduation requirements for students in the Board of Governors baccalaureate program are stipulated in the *BOG/BA Administrative Guidelines* and are included in the "Undergraduate Studies" section of this Catalog.

## LIBERAL EDUCATION

All undergraduate degree-seeking students are required to complete the following general education requirements prior to graduation:

### Requirements

Communication (Written or Oral) .....	6
Humanities and Arts .....	6
Science and Mathematics .....	6
Social Sciences .....	6
Any combination of the above .....	15
<b>Total</b> .....	<b>39</b>

All students who transfer to GSU from a regionally accredited Illinois community college, having earned an A.A. or A.S. degree will have fulfilled the requirements of this policy.



## WRITING AND BASIC MATHEMATICS TESTING

Undergraduate degree-seeking students must take, during their first trimester of enrollment, university approved examinations to assess their proficiency in writing and mathematics. Students will not be allowed to register for another trimester unless both examinations have been taken.

Students will not be permitted to register for more than a cumulative total of 20 credit hours until they have either passed the examination or satisfactorily completed one of the designated equivalent GSU courses for each area. No student will be permitted to take an examination more than twice. After two unsuccessful attempts, students must complete the equivalent course(s) in order to register beyond 20 cumulative credit hours. In monitoring this 20-hour limit, all credit hours attempted fall trimester (1984) or thereafter will be counted regardless of admission classification at the time of enrollment. In calculating hours attempted for this policy, courses in which a student receives a status code of "W," "X" or "V" will not be included.

In order to graduate, an undergraduate student must have either passed the examinations or satisfactorily completed the designated equivalent GSU courses.

Students readmitted to a degree program, fall 1984 or thereafter, who have met the requirements of the testing policy effective for academic year 1983-1984 will be considered to have met the requirements of this policy.

Examinations will be offered periodically throughout the academic year.

## REQUIREMENTS FOR A SUBSEQUENT BACHELOR'S DEGREE

A student having earned a baccalaureate degree may earn a subsequent bachelor's degree at Governors State University by:

1. Applying and being admitted to the undergraduate degree program.
2. Meeting requirements of the University Residency Policy for the subsequent degree. Hours applied toward the first degree may not be included in hours required to meet residency requirements.
3. Completing all requirements of the subsequent degree program as stipulated in the student study plan.
4. Meeting university, college and/or major degree requirements for the subsequent degree.

# Graduate Requirements

## TRANSFER CREDIT FOR GRADUATE STUDENTS

This policy is intended to apply only to credits being transferred from regionally accredited institutions to Governors State University graduate majors.

The decision to accept transfer credit earned at regionally accredited institutions prior to admission toward degree requirements for graduate majors is made by the academic advisor during the first trimester of enrollment when the student study plan is developed. The student study plan will detail the requirements for the degree including the number of transfer credits accepted toward the requirements.

Transfer of graduate credit hours shall not exceed 25 percent of the total number of credit hours required in any major. Only work from regionally accredited institutions completed with a grade of "B" or better or "P" or equivalent will be considered for transfer credit.

Transfer credits earned ten or more years prior to the student's acceptance into a degree program will NOT be accepted toward the degree requirements unless approved by the appropriate academic dean.

No more than 15 credit hours taken as a graduate student-at-large shall be transferable towards the requirements of any degree. The application of such courses to degree requirements is governed by policies established by the university, the deans and faculty of each college, and in effect at the time of admission to a degree program.

Undergraduate students in the last trimester of their studies may elect to enroll for graduate credit but are limited to a maximum of nine credit hours beyond the bachelor's degree requirements which may be applied toward graduate degree requirements. However, undergraduates may enroll in "graduate only" (800-level) courses only with written permission of the course instructor and the dean of the college in which the course is offered.

After admission to a degree program, additional transfer credit will NOT be accepted from another institution UNLESS permission to apply such credits toward degree requirements was obtained from the dean PRIOR to taking courses at another institution. Only credits with grades of "B" or better will be accepted in transfer after matriculation to a graduate degree program.

Colleges may establish more stringent requirements subject to review by the Graduate Studies Council and approval by the provost prior to implementation.

## GRADUATION REQUIREMENTS FOR A MASTER'S DEGREE

In order to graduate with a master's degree a student must meet the following minimum university degree requirements:

1. Complete at least 32 credit hours in graduate level courses of which at least two credit hours are designated as master's final project.
2. Complete a minimum of 12 graded credit hours in graduate-only courses (numbered 800-999).
3. Complete no more than 17 credit hours from the same faculty member, including credit hours related to the master's final project.
4. Apply no more than eight graduate credit hours awarded for experiential learning through the established procedures to degree requirements.
5. Be admitted to master's degree candidacy at least one trimester prior to the trimester in which the degree is to be awarded. Degree-seeking students will be granted "Degree Candidate" status upon:
  - a. completion of an approved graduate study plan;
  - b. completion of specific major candidacy requirements;
  - c. verification of academic good standing at the time of award of candidacy status and maintenance of this status thereafter;
  - d. submission of an application for admission to candidacy and approval of the application; and
  - e. filing, with the Registrar's Office, the date of program approval for inclusion in the candidate's academic record.



6. Complete a master's final project which can include a thesis, project, practicum/internship, or in some other way demonstrate an integration of graduate work that is accepted by a committee of three approved faculty. Each major shall provide students with a copy of detailed procedures and specify appropriate manuals of style for the final project alternatives required in the major.
7. Complete all coursework for the degree, except the final project, within four years of admission to candidacy. The final project must be completed within five years of admission to candidacy.
8. Demonstrate that all degree requirements have been met as defined in the approved study plan. Credit for any course with a grade of "D" will not apply toward degree requirements.
9. Satisfy the residency requirements.
10. Be in academic good standing.
11. Remove all grades of incomplete (I or E) by the graduation processing date.
12. Meet all financial obligations to the university.
13. Complete the college and university procedures which cover implementation of the above requirements.

## REQUIREMENTS FOR A SUBSEQUENT MASTER'S DEGREE

A student having earned a master's degree may earn a subsequent master's degree at Governors State University. The student must:

1. Apply and be admitted to the graduate degree program.
2. Meet requirements of the University Residency Policy for the subsequent degree. Credit earned and applied toward any degree previously earned may not be applied toward a subsequent degree and may not be included in hours required to meet residency requirements for a subsequent degree.
3. Complete all requirements of the subsequent degree program as stipulated in the student study plan.
4. Meet university, college and/or major degree requirements for the subsequent degree.

## APPLICATION FOR GRADUATION

The application process for graduation should begin within the first month of the term of expected graduation. Students should complete an Application for Graduation and a Student Progress Report form which are available in the Registrar's Office. Upon completion of these forms, students must meet with their assigned academic advisor to review the student study plan and verify expected completion of degree requirements. Students should have no more than 16 credit hours outstanding toward degree requirements, either as incomplete work or as current enrollment, at the time of application.

Upon approval of the advisor, the division chairperson and the dean, the application is forwarded to the Registrar's Office by the beginning of the second month of the trimester of expected graduation. Should, for any reason, a student not complete necessary requirements for graduation during the expected term, a subsequent application and approval process is required.

## COMMENCEMENT

Commencement takes place once a year in early June. Participation is optional. Students who have graduated in August or December of the previous year, or are candidates for graduation in April of the current year, will have the opportunity to participate in commencement.

Diplomas are awarded only upon verification of completion of all degree requirements and satisfaction of all financial obligations to the university.



# Academic Regulations



The major academic regulations and requirements related to evaluation, satisfactory progress and registration are contained in this section. Students should refer to the *Student Handbook* for policies and procedures related to student conduct and grievances.

## STUDENT RESPONSIBILITY

Each student is responsible for knowledge of and adherence to all university requirements and regulations.

Each student is also responsible for knowing the degree requirements for the major in which he/she is enrolled and enrolling in courses which meet those degree requirements.

Students are strongly encouraged to seek information and assistance from appropriate staff should they have any questions regarding requirements or regulations.

## GRADING

Upon completion of a course, a grade will be assigned by the instructor. Grades provide academic evaluation and are the basis for determining academic standing.

### Grade Point Average

The following grades, with assigned grade points, will be used to compute a student's grade point average:

Grade	Grade Point Value
A	4
B	3
C	2
D	1
F	0

The grade point average is computed by dividing the total number of grade points by the total number of credit hours attempted on both a term and a cumulative basis, as illustrated below:

Grade	Credit Hours		Grade Point Value		Grade Points
A	3	x	4	=	12
B	3	x	3	=	9
C	3	x	2	=	6
D	3	x	1	=	3
F	3	x	0	=	0
Totals	15				30

Grade Point Average:  $30 \div 15 = 2.00$

### Pass/No Credit Option

Undergraduate students may apply a maximum of 12 credit hours of elective coursework taken on a pass/no credit basis toward bachelor's degree requirements.

Upon approval, a specific major may designate courses to be taken on the pass/no credit option only.

A grade of "P" (pass) is assigned upon satisfactory course completion. A grade of "NC" (no credit earned) is assigned based upon unsatisfactory performance. These grades are not used in calculating the grade point average.

### **Incomplete Coursework**

Students may request, and may be granted, an "I" (incomplete) grade for a given course based on requirements established by the university and the instructor. At the time of approval of the request for the incomplete, a deadline for completion and submission of work will be established. After the deadline for submitting work has passed, an "I" or an "E" (extended incomplete) will become an "F" (for graded coursework) or an "NC" (for courses taken on the pass/no credit option).

### **Repetition of Courses**

A student may reenroll in a course. After completion of the repeated course, the most recent grade earned will be included in the grade point average calculation. A grade of "R" (repeat) will be reflected for the prior attempt(s).

### **Other Codes**

Other codes may be used to identify a student's status in a course: "W" (withdrawal); "V" (visitor/auditor); and "X" (administrative withdrawal).

The complete University Grading Policy appears in the "Appendix" of this Catalog.

## **ACADEMIC CREDIT REPORTING**

**General Information** — Academic credit is reported in three ways: (1) student grade report, (2) grade resubmittal form, and (3) official transcripts (issued per student request).

**Student Grade Reports** — Approximately one week after the end of each trimester, the Registrar's Office mails a grade report to each student indicating courses taken, grades received, credits earned and grade point average. Also included in the report is a cumulative record for coursework completed at Governors State University.

**Grade Resubmittal Forms** — In cases where "I" (Incomplete) or "M" (missing grade at the time of grade processing) have been assigned to students for specific courses, a grade resubmittal form is printed and distributed to the faculty member immediately after student status reports are mailed. Upon completion of the coursework, the faculty member submits the grade resubmittal forms to the Registrar's Office. The Registrar's Office sends one copy of this form to the student indicating the grade assigned.

**Official Transcripts** — Official transcripts are issued by the Registrar's Office upon the student's written request. Transcripts are \$2.00 each.

Transcripts are not issued for students with outstanding financial obligations to the university or for students who have an Admissions' Office hold.

## ACADEMIC STANDING

Academic Standing is defined as follows:

**Good Standing** — Undergraduate students who maintain a minimum cumulative grade point average of 2.0, and graduate students who maintain a minimum cumulative grade point average of 3.0, are in good standing.

**Probation I** — A student who does not meet the cumulative minimum grade point average for the first time will be placed on Probation I for the next trimester.

**Probation II** — If a student on Probation I enrolls for credit and does not achieve the minimum cumulative grade point average, the student will be placed on Probation II for the next trimester.

**Suspension** — If a student on Probation II enrolls for credit and does not achieve the minimum cumulative grade point average, the student will be academically suspended from the university for one year.

Students who are suspended and plan to enroll will be subject to the provisions of the Policy on Readmissions and Special Admissions (see "Admissions" section). Students may appeal the length of the suspension under the provisions of this policy.

A student suspended twice for academic reasons will not be considered for readmission at any later date.

**Probation Extended** — Students who are readmitted after being suspended, and in some exceptional cases students readmitted after losing continuing student status while on probation, are readmitted on Probation Extended.

These students will remain on Probation Extended each trimester of enrollment as long as they meet the required minimum grade point average each trimester. Upon achieving the minimum cumulative grade point average, they are back in good standing.

Students on Probation Extended who do not meet the minimum requirements for a trimester will be academically suspended. Students on Probation Extended who receive a grade of "I" (incomplete) will not be permitted to register for a subsequent trimester until the incomplete grade has been removed.

## HONORS

**Dean's List** — Each trimester, undergraduate students who have achieved outstanding academic performance will be recognized by appearing on the Dean's List providing they meet the following conditions:

1. The student has been admitted to a degree program.
2. During the trimester the student has earned at least six credit hours of graded coursework without any grades of incomplete.
3. The student is in academic good standing.
4. The student has a trimester grade point average of 3.70 or higher for all graded coursework attempted.



**Graduation with Honors** — Upon completion of baccalaureate degree requirements, students will be awarded "honors" or "high honors" if they have:

1. completed at least 24 graded credit hours in GSU coursework, and
2. a cumulative GSU grade point average of 3.80-3.94 ("honors"), or
3. a cumulative GSU grade point average of 3.95-4.00 ("high honors").

The achievement of "honors" or "high honors" will be designated on the student's transcript and diploma.

## ACADEMIC AMNESTY

Academic amnesty, if granted at the time of readmission, allows students to have their grade point average calculated from the point of reentry for the purpose of establishing academic standing. Applicants must request amnesty at the time of application for readmission under provisions of the Readmissions and Special Admissions Policy. The following restrictions apply:

1. Academic amnesty may be granted only to students who have previously been placed on probation, or suspended, and have not been enrolled at GSU for at least three (3) trimesters prior to application for readmission.
2. Application and readmission must be to a major other than the major in which the student was previously enrolled.
3. Upon readmission with amnesty, the academic record of courses and grades will not be changed. The transcript will indicate that academic amnesty has been granted.
4. GSU coursework taken prior to readmission with amnesty with a grade of "C" or better for undergraduates, or "B" or better for graduates, may be applied to the requirements of the new major upon approval of the appropriate division chairperson and dean. These grades will not be included in the calculation of the grade point average after readmission with amnesty.
5. Undergraduate students readmitted with amnesty must complete a minimum of 24 graded credit hours after readmission, prior to graduation in the new major.
6. Graduate students readmitted with amnesty must complete at least one-half of the number of credit hours required for the degree in the new major after readmission, prior to graduation in the new major.
7. Academic amnesty may be granted to a student only once.

## CONTINUING STUDENT STATUS

A continuing student at Governors State University is defined as any degree-seeking student whose enrollment at GSU has not been interrupted for more than one consecutive trimester. Enrollment is defined as registration for one or more credit hours or audit (noncredit programs/courses are excluded). Degree-seeking students are subject to the curricular requirements in effect at the time of their initial admission provided they maintain continuing student status.

Degree-seeking students who lose continuing status must reapply and be readmitted. They will be subject to admission and curricular requirements of the university, college, and specific major in effect at the time of readmission.

## INTRA-UNIVERSITY MAJOR CHANGES

Any continuing, degree-seeking student applying for a change from one college, major and/or concentration to another college, major and/or concentration is subject to the admission and degree requirements in effect in the new college, major and/or concentration at the time of the change.

Academic standing at the time of application for transfer will be computed in accordance with the grading and academic standing policies.

## ACADEMIC HONESTY

Students are expected to fulfill academic requirements in an ethical and honest manner. This expectation pertains to the following: use and acknowledgement of the ideas and work of others, submission of work to fulfill course requirements, sharing of work with other students, and behavior during examinations.

These ethical considerations are not intended to discourage people from studying together or from engaging in group projects. The university policy on "Academic Honesty" appears in the *Student Handbook*.

## INDEPENDENT STUDY

Independent study is defined as all individualized coursework, planned and developed by the student and accepted by a faculty sponsor, with the exception of a master's thesis, a master's final project, internships or practica.

The following restrictions apply to independent study:

- 1) written proposals must be approved by the division chairperson in consultation with the faculty sponsor, 2) a student may enroll for a maximum of three credit hours of independent study in any one trimester, 3) a maximum of nine undergraduate credit hours and six graduate credit hours of independent study may be applied to degree requirements, and 4) independent study credit may be used to meet elective credit only.

Exceptions to the above restrictions are subject to the approval of the dean upon request from the division chairperson. Individual majors may establish more restrictive limits.

Independent study credit hours may be applied toward residency requirements.

## CEEL (CREDIT THROUGH EVALUATION OF EXPERIENTIAL LEARNING)

Governors State University recognizes the fact that many university students are mature and bring a wealth of experience to the academic arena. An assumption is made that some students may acquire competencies by experiential means, that is, through work, noncredit inservice training, and/or through a variety of learning experiences and that these competencies are relevant, useful and verifiable. The university grants credit for prior learning and/or proficiency examination scores which are equal to or higher than acceptable levels. This credit may be used to meet admissions requirements or as credit toward a degree. The CEEL process is an option open only to students enrolled in or seeking admission to a degree program at GSU. For further information, including applicable limitations or restrictions, see the CEEL Policy in the "Appendix."

To initiate the process, the student contacts an admission counselor if applying for admission or advisor if application is being made for credit toward a degree. CEEL application forms may be obtained from collegial offices or the Office of Assessment. An assessment fee of \$30 is charged for all assessments except proficiency tests and military experience credit. The gathering of necessary documents and the study and assessment of the experiences by faculty are often time consuming. Therefore, students should begin the process at least six months before admission is desired or during their first trimester at GSU if the credit is to be used for completing graduation requirements. Undergraduate credit may be awarded at both the lower and upper division levels.

The Office of Assessment conducts a special CEEL seminar each trimester to provide directions in preparing the prior learning portfolio. All students desiring to use the process are encouraged to attend the seminar. Additional information may be obtained from the Office of Assessment.

The CEEL process is not a part of the BOG/B.A. degree program and applicants to and/or students in this program do not use this process for evaluation of experiential learning. (See the section on "Board of Governors Bachelor of Arts Degree Program" in this Catalog.)

## SPECIAL REGISTRATION PERMISSION

Special registration permission is required when a student wishes to enroll for more than 16 hours during any trimester or more than 9 hours in either block 2 or 3. Students planning to enroll for block 2 (courses in the first half of the trimester) or block 3 (courses in the last half of the trimester), in addition to block 1 courses (full trimester courses), should contact the Registrar's Office to determine if special registration permission is required.

Special registration permission must be authorized in writing on the registration form by the dean or authorized designee.

## AUDIT REGISTRATION

Enrolled students or others wishing to attend the meetings of a course without earning academic credit may register as auditors.

Because the courses offered at Governors State University are primarily intended for students registering for academic credit, auditors may register only during the add/drop and late registration period. Audit registration requires the approval of the instructor. All attendance and work is voluntary.

Auditors pay only a \$5 service fee and no late fee is assessed. A change from audit registration to credit registration or vice-versa must be accomplished by the end of the add/drop and late registration period.

## UNIVERSITY HOLD LIST

The University Hold List, administered by the Registrar's Office, is a means of identifying students with unsatisfied financial or academic obligations to the university. Students on the hold list may not register and may not have their diplomas, transcripts or other academic records released.

# Tuition and Fees



Tuition rates for academic year 1985-1986 are under consideration by the Board of Governors of State Colleges and Universities and are subject to change.

## ON-CAMPUS TUITION SCHEDULE

	Illinois Resident	Non-Illinois Resident
<b>Undergraduate Tuition</b>		
Full-time (12 hours or more) . . . . .	\$534.00	\$1,602.00
Part-time (per hour) . . . . .	44.50	133.50
<b>Graduate Tuition</b>		
Full-time (12 hours or more) . . . . .	576.00	1,728.00
Part-time (per hour) . . . . .	48.00	144.00

## OFF-CAMPUS TUITION SCHEDULE

<b>Undergraduate Tuition</b>		
Full-time (12 hours or more) . . . . .	534.00	534.00
Part-time (per hour) . . . . .	44.50	44.50
<b>Graduate Tuition</b>		
Full-time (12 hours or more) . . . . .	576.00	576.00
Part-time (per hour) . . . . .	48.00	48.00

Off-campus rates apply to courses taught at locations other than the main campus.

## FEE SCHEDULE

	Trimester	Per 7 1/2 Week Block
Audit Fee (per course)* . . . . .	\$ 5.00	\$ 5.00
Graduation Fee—B.A.* . . . . .	10.00	
Graduation Fee—M.A.* . . . . .	15.00	
Late Fee* . . . . .	10.00	10.00
Parking Fee** . . . . .	9.00	9.00
Student Activity Fee . . . . .	20.00	10.00
Installment Payment Fee . . . . .	10.00	
Transcript Fee (per transcript) . . . . .	2.00	
Health Insurance Fee (optional)† . . . . .	60.00/year	
BOG Degree Program		
Assessment Fee . . . . .	30.00/per assessment	
CEEL Assessment Fee . . . . .	30.00/per assessment	

\*Non-Refundable

\*\*Students registering only for block 2 must purchase a trimester parking permit for \$9.00; they may redeem the permit at the end of a block 2 for a partial refund.

†This amount is for basic plans for single students and is subject to change. Rates for major medical and/or coverage for additional individuals are variable.

## DESCRIPTION OF FEES

### Student Activity Fee

These fees are placed in a special account called the Student Activity Fund. This fund is used to support co-curricular student activity programs. Some of the activities and programs receiving funding support are:

- Child Care Center
- GSU Jazz Band and Chorale
- INNOVATOR
- Short Term Loans
- Special Cultural Entertainment
- Student Activities Resource Center
- Student Clubs and Organizations
- Student Senate
- Women's Resource Center

Collection of this Student Activity Fee is required by the Board of Governors for all schools in the system.

### Audit Fee

The audit fee is assessed for students who wish to attend the meetings of a course but do not wish to receive academic credit.

### Health Insurance Fee

Participation in the health insurance program is optional. Information on the health insurance plan is available in the Student Development Office.

### Late Fee

This applies to students who register and pay fees during late registration for any trimester (or block 3) and to students paying tuition via the installment method who do not pay the balance due on time.

### Graduation Fee

Every applicant for graduation pays this fee to cover the cost of application processing, diploma, cap and gown rental, and commencement.

### Parking Fee

Students paying this fee receive automobile decals for unlimited parking during a trimester.

### Installment Payment Fee

This fee is charged to eligible students who choose to pay on the installment method.

### Transcript Fee

This fee is charged for every university transcript.

## PAYMENT OF TUITION AND FEES

Tuition and applicable fees must be paid prior to but no later than the specified dates for each academic term. Registration and official enrollment in courses is not complete until all tuition and fees have been paid.



**Installment Method**

Students registering for nine or more credit hours may take advantage of the installment payment method. Fifty percent of tuition and all fees must be paid during registration. The balance of tuition must be paid not later than the Friday before the start of block 3.

Students must pay their tuition and fees as stipulated or their registration will be cancelled and all their classes will be dropped.

**Payment Via Credit Card**

As a convenience to students, the university accepts tuition and fee payment via MasterCard or VISA credit cards.

**UNDERGRADUATE AND GRADUATE STATUS**

Undergraduate tuition rates apply to all undergraduate students, including those admitted to a specific major, undergraduate students-at-large and special nondegree students.

Graduate rates apply to all students holding a baccalaureate degree, including those admitted to a specific major at either the undergraduate or graduate level. Students-at-large who have earned a baccalaureate degree must be admitted and enroll as graduate students regardless of the level of the coursework in which they intend to enroll.

At the time of fee assessment students will be billed for tuition based on their current status (undergraduate or graduate).

However, if delayed posting or retroactive changes to a student's record affect this status then the student will be reassessed and billed or refunded any difference in tuition for the current term. Tuition adjustments for previous terms will not be made.

**RESIDENCY CLASSIFICATION RULES**

To be considered residents, students must have lived in Illinois for a period of at least six consecutive months immediately preceding the beginning of any term for which they register at the university and must continue to maintain *bona fide* residence in the state.

To establish resident status, a person who is not a citizen of the United States of America generally must have a permanent resident status with the United States Immigration and Naturalization Service and must also meet and comply with all other applicable requirements of these regulations.

In requesting a change from nonresident to resident status, students will be required to provide satisfactory evidence to the Registrar's Office of in-state residence in compliance with the above residency classification rules.

For complete regulations regarding resident status, see the "Appendix" of this Catalog.

**REFUNDS**

The university is authorized to grant refunds in accordance with *Board of Governors Regulations*.

Specific board approval is required for any refund of mandatory fees other than those listed below. The term "refund" may mean the cancellation of an unpaid obligation as well as an actual refund of amounts paid previously.

**100% Refunds**

Students who drop courses on or before the TENTH day of REGULARLY SCHEDULED classes for a trimester or block are entitled to a full refund of tuition and fees.

**50% Refunds**

Students who WITHDRAW COMPLETELY from the university (withdrawal from all courses) after the tenth day but before the twenty-first day of regularly scheduled classes for a trimester or block are entitled to a 50% refund of tuition and fees.

**Additional Information**

Students may receive a refund of mandatory fees if:

- a scholarship is awarded which covers those fees and an application for refund is made no later than sixty calendar days after the close of the term.

- declared ineligible by the university for enrollment prior to the first day of scheduled classes.

- the student changes from full-time to part-time status on or before the tenth day of regularly scheduled classes (those fees not applicable to part-time status will be refunded).

Upon receiving such a refund the student will not be eligible for activities and benefits covered by such fees.

The president or the president's designee may authorize the refund of a part or all of a student's mandatory fees because of the student's death or disability, extreme hardship, or institutional error. Board of Governors approval is required to refund fees established by the board.

Refund periods are listed in the *Trimester Schedule of Classes*. Refunds are mailed via check approximately three weeks from the request date. Both VISA and MasterCard refunds are processed for account credit within three days of the request date.



# Financial Assistance



The primary purpose of any financial aid program is to assist students in obtaining the financial resources necessary to cover increasing educational costs. The Office of Financial Aid provides information, counseling, and direct financial assistance to students who experience financial difficulty in pursuing a university education.

Financial aid programs are based on the premise that the primary responsibility for paying college expenses rests with the student and parents. The analysis of a student's or family's financial strength includes consideration of current income, assets, family size, number of children and number in college, retirement allowance, uninsured medical/dental expenses, and any other factors which seriously alter a student's or family's financial situation. Financial aid programs are designed to supplement student or family resources by bridging the gap between costs and the student's or family's measured ability to pay. "Need" is the difference between the costs of attending the university and the total of the resources an applicant has available.

The Office of Financial Aid attempts to meet the full need of all eligible applicants by "packaging" funds from various sources.

## ELIGIBILITY CRITERIA

In general, a student is eligible for aid based on meeting the following requirements.

The student:

1. has "need," if applying for need-based aid;
2. is a U.S. citizen or a permanent resident;
3. is not in default on a National Direct Student Loan, Guaranteed Student Loan or PLUS loan;
4. does not owe a refund on a Pell Grant or a Supplemental Educational Opportunity Grant;
5. is registered with Selective Service, if applicable;
6. is a degree-seeking student;
7. is enrolled on at least a half-time basis; and
8. is making satisfactory progress in a degree program. Satisfactory progress, for the purpose of determining eligibility for financial aid means:
  - a. enrolling for and earning a minimum of six credit hours each trimester; and
  - b. being in good academic standing.

Students not in compliance with both the above standards for the first trimester will receive a letter notifying them of their status. Upon failure to comply for a second consecutive trimester, eligibility for all state, federal and institutional aid will be withdrawn. Eligibility may be restored by the Director of Financial Aid if the student meets both required standards for a subsequent trimester. Students may appeal withdrawal of eligibility through policies and procedures established by the university and the Office of Financial Aid.

## PROGRAMS AVAILABLE

The Office of Financial Aid administers and coordinates aid funds from federal, state, university and private sources. The various aid programs available may be divided into four broad categories: grants/scholarships, loans, student employment and other

benefits. Grants are gift assistance and are usually based on need. Scholarships are also gift aid based on need, academic achievement, or other specific criteria. Loans are generally low interest notes which must be repaid with interest at a future date, usually commencing six months after leaving school. Student employment is often available during the academic year either on or off campus. Other types of aid include Veterans educational benefits and Vocational Rehabilitation assistance.

## GRANTS/SCHOLARSHIPS

### **Pell Grant (formerly BEOG)**

The Pell Grant Program is a federal aid program designed to provide financial assistance to undergraduate students who demonstrate financial need under the guidelines of the program. Once a student is determined eligible, the amount of the award is based on the cost of education at the school attended for enrollment on a half-time, three-quarter time, or full-time basis.

### **Supplemental Educational Opportunity Grant (SEOG)**

The SEOG is a federally sponsored program for undergraduate students with exceptional financial need. Grants cannot exceed one-half of the total assistance provided the recipient.

### **Illinois State Scholarship Commission Monetary Award (ISSC)**

This is a need-based scholarship for undergraduates which pays either full or partial tuition and fees. Applicants must have no other conflicting tuition scholarship/grant.

### **Community College Scholarship**

A two-year scholarship is awarded annually to one student from each of the participating community colleges. Awards are based on merit and students must be recommended by an official of the applicant's community college. The scholarship covers tuition and fees, plus an allowance for books, supplies, and transportation expenses. Participating colleges are: Richard J. Daley College, College of DuPage, Joliet Junior College, Kankakee Community College, Kennedy-King College, Moraine Valley Community College, Morton College, Olive-Harvey College, Prairie State College and Thornton Community College.

### **Illinois General Assembly Tuition Waiver**

Tuition waivers are available for undergraduate and graduate students at state supported colleges or universities. Applications are processed by state senators' and representatives' offices in the resident's legislative district.

### **Division of Rehabilitative Services Scholarship**

Scholarships are available to undergraduate students having a handicap to employment. The amount of assistance is determined by the Division of Rehabilitative Services. Students should apply to the Division of Rehabilitative Services in Springfield.

### **GSU Tuition Waiver**

This tuition waiver is available for financially disadvantaged students, as determined by the GSU Office of Financial Aid. Waivers are provided for undergraduate and graduate students.

### **GSU Talent Waiver**

A tuition waiver (in-state rate) is available to undergraduate and graduate students who exhibit extracurricular talent in leadership and service, communication arts, and creative and performing arts. It is not restricted by financial need. Contact the Office of Financial Aid for application procedures.

### **Senior Citizen Tuition Waiver**

Tuition and fee payment is available to undergraduate or graduate students who meet eligibility requirements. Contact the Office of Financial Aid for further information.

### **American Logistics Association Scholarship**

A cash stipend is awarded to one undergraduate student per year who demonstrates the ability and desire to pursue a career in the logistical field.

### **Illinois National Guard/Naval Militia Scholarship**

Tuition and fee scholarships are available to undergraduate and graduate students who are currently enlisted members (for at least one year) of the National Guard or Naval Militia.

## **LOANS**

### **National Direct Student Loan**

Need-based, low-interest (currently 5%) loans are available. Undergraduate and graduate students may borrow up to \$6,000 cumulative total (for undergraduates) or \$12,000 cumulative total (for graduates).

Repayment begins six months after graduation or upon dropping below half-time status.

### **Illinois Guaranteed Loan Program**

Low-interest (currently 8%) loans are available to undergraduate and graduate students. An academic year loan limit of \$2,500 for undergraduates and \$5,000 for graduate students applies. Students should contact local lending institutions for applications.

### **GSU Short Term Loan**

Loans of up to \$150 are available for undergraduate and graduate students in temporary financial distress. This loan must be repaid within one month.

## **STUDENT EMPLOYMENT**

### **College Work-Study Program (CWS)**

Student employment is available to undergraduate or graduate students based on financial need. The total CWS award depends on need and the availability of funds.

### **GSU State Funded Part-Time Job**

Part-time jobs are available to undergraduate and graduate students without Work-Study, National Direct Student Loan or Supplemental Grants. The amount varies dependent on the job.



### **Graduate Assistantship**

Assistantships are available to graduate students admitted to and enrolled in a degree program at least half-time. The average salary is \$400 per month, and a tuition waiver may also be offered. Interested applicants should contact the dean of the college in which they are enrolled.

## **OTHER ASSISTANCE**

### **Student-to-Student Scholarship**

A maximum of \$100 is available for emergency situations which could not be anticipated. This aid is intended primarily for undergraduates and is administered through the Financial Aid Office. Monies are donated by GSU students and matched by state funds.

### **GSU Emergency Fund**

A maximum of \$100 is available for emergency situations for students who could not continue to attend GSU without such assistance. Funds are provided in part by a donation from the GSU Alumni Association.

### **Other Information**

Students seeking information on specialized grants or funding from private sources of financial aid should contact the Office of Financial Aid for listings of available fellowships and loans.

## **APPLICATION PROCEDURES**

All applicants must submit financial information concerning themselves and/or their parents. This information is submitted by completing the appropriate Financial Aid Form (FAF) which is processed by the College Scholarship Service (CSS). All applicants must file a Financial Aid Form. The forms are available at college counseling offices and the Office of Financial Aid. CSS does not award financial aid. The information received from CSS is used in determining need and eligibility for funds. All information is held in confidence.

In addition to the CSS form, all applicants must complete a GSU Application for Financial Aid. Additional information will also be requested and is explained on the application. The application is not complete until all required documents are on file. Incomplete files are not processed. Applicants whose financial aid files are complete by May 1 will receive priority consideration for financial aid. Applications received and/or completed after that date will be processed on a first-come, first-served basis. The following credentials are required to complete the application file:

1. A Financial Aid Form Need Analysis Report (FAFNAR), which is the College Scholarship Service (CSS) analysis of your Financial Aid Form (FAF).
2. A completed financial aid application with proper documentation attached, including 1040's, W-2's, and other income documents.
3. An affidavit of parental nonsupport, if necessary.
4. A financial aid transcript(s) returned from the college(s) you previously attended.
5. Verification of registration with Selective Service, if applicable.
6. Additional data necessary to clarify or verify the financial information submitted. Requests for additional data are sent by the university when deemed necessary.

GSU financial aid applications and CSS Financial Aid Forms are available in the Office of Financial Aid. The process of applying for financial aid requires time and attention. You must apply early in order to receive full consideration. It is helpful if students or parents complete the IRS 1040 or 1040A income tax form in early February since the applications and financial statements require income and tax data.

Remember to retain copies of all forms sent to all agencies and institutions for future reference. Also, keep all notifications, award letters and other financial aid correspondence from all agencies and institutions. These are important documents and may be needed for reference by university officials, prospective employers and others.

## VETERANS AFFAIRS

The Office of Veterans Affairs administers all veteran-related services and programs and serves the student veteran by providing advising and counseling. All veterans intending to enroll at Governors State University should contact the Veterans Office prior to their registration so that eligibility for veterans benefits can be established and the proper paperwork can be initiated. Veterans who are unsure of their benefit status should also contact the office since changes in entitlement and legislation could make them eligible for benefits of which they are not aware.

### G.I. Bill

The G.I. Bill is a federally funded program administered by the Veterans Administration. The eligibility requirements include:

1. The veteran must have served on active duty for more than 180 continuous days, any part of which occurred after January 31, 1955, but before January 1, 1977.
2. The veteran must either have been released under conditions other than dishonorable, or have continued on active duty.
3. Benefits must be used within ten years of release from active duty.

Each eligible person is entitled to educational assistance for a period of one and one-half months for each month of service on active duty up to a maximum of 45 months.

Rates are as follows\*:

	0 Dep.	1 Dep.	2 Dep.	Each Add.
Full-time	\$376	\$448	\$510	\$32
3/4 time	283	336	383	24
1/2 time	188	224	255	17

Less than 1/2 time = reimbursement of tuition and fees.

\*Rates listed are those in effect at time of printing and are subject to change.

To qualify for these benefits, veterans must provide a certified copy of their DD214 (Report of Separation) and necessary documents to establish eligibility for dependents (i.e., marriage licenses, divorce decrees, birth certificates, records of adoption, etc.). These should be submitted to the Veterans Office at least one month prior to the beginning of the student's first trimester of enrollment.

### **Veterans Education Assistance Program (VEAP)**

Veterans and service persons currently serving are eligible for this program if they:

1. Entered active duty after December 31, 1976;
2. Were released under conditions other than dishonorable or continue on active duty; and
3. Have satisfactorily contributed to the program.

Benefits must be used within ten years of discharge from active duty. Benefit rates vary depending on the amount the veteran contributed to the program. Payments are received for the number of months the veteran contributed to the program, or for 36 months, whichever is less. No additional benefits are paid for dependents. A certified copy of the veteran's DD214 must be submitted to the Veterans Office at least one month prior to the veteran's first trimester of enrollment.

### **Illinois Veterans Scholarship**

The Illinois Veterans scholarship, funded by the State of Illinois, provides scholarships to veterans attending state supported colleges, universities, and community colleges in Illinois. The eligibility requirements include:

1. One year or more of continuous active duty if discharged after August 11, 1967 (less than one year if before that date);
2. A discharge other than dishonorable;
3. Illinois residency prior to entering military service and return to Illinois within six months after discharge; and
4. At least one day of service on or before May 7, 1975 (if initial application is after September 1981).

Active duty personnel are also eligible for this scholarship if they would otherwise meet the above requirements if discharged.

Eligible veterans are entitled to 120 semester hours of tuition. Those whose initial applications were prior to September 1981 are also entitled to payment of some fees. The student has 12 years from the initial term of use to complete his/her course of study (or 120 hours whichever comes first).

Veterans must present a DD214 (Report of Separation) to a Department of Veterans Affairs field office. An I.D. card will be issued which should be presented to the university's Veterans Affairs Office prior to registration. If the applicant is currently on active duty, he/she should submit a statement from his/her commanding officer indicating length of service, current military status, and home of record at time of original entry into service. Locations of the Department of Veterans Affairs field offices can be obtained by calling the university's Office of Veterans Affairs.

Other programs and services include the VA work-study program, discharge upgrading and liaison services between the veteran and the VA. Forms and applications for all of the veterans benefit programs are available in the Office of Veterans Affairs.

## **AIR FORCE ROTC PROGRAM**

Students at Governors State University may enroll in the Air Force ROTC program through a "Cross-Town" agreement between Governors State University, Illinois Institute of Technology, and Air Force ROTC. Air Force Aerospace Studies are available to undergraduate and graduate students with at least two years of full-time study remaining. Air Force ROTC Scholarships (paying full tuition and fees, all textbook costs, and monthly subsistence allowance) are available to both undergraduate and graduate students.

Application for the program should be made no later than the month of March prior to enrollment in the fall. All successful applicants will be required to complete the six-week summer field training before enrollment in the fall trimester. Additional information about this program may be obtained by writing:

Department of Aerospace Studies AFROTC Detachment 195 (AU) Illinois Institute of Technology Chicago, Illinois 60616 or you may call or visit:

Detachment 195 AFROTC (AU)  
3201 South Michigan Avenue  
Chicago, Illinois 60616  
(312) 567-3525

## ARMY ROTC PROGRAM

Students at Governors State University may enroll in the Army ROTC program through a cross town agreement between Governors State University, Chicago State University and the Army ROTC. Military Science Studies are available to undergraduate and graduate students through classes conducted on the Chicago State University campus. Army ROTC scholarships are available to qualified students. For further information and details, contact GSU's Office of Financial Aid (312) 534-5000, Ext. 2161, or:

Army ROTC Office  
Chicago State University  
Douglas Library Room 330  
95th and King Drive  
Chicago, IL 60620  
(312) 995-2242 or 2248.

# Undergraduate Studies



The goal of undergraduate programs is to encourage the development of the individual's values and talents which may be employed in solving the problems of a complex society. Special emphasis is directed to the development of students' capacity for independent judgment and creative thought. Undergraduate study combines both theory and practice to educate students and to prepare them for the world of work.

Governors State University is a senior level university offering transfer students from community colleges, as well as those from four-year institutions, the opportunity to further their education. The fundamental charge for undergraduate study at Governors State is to extend the educational opportunities of students who have completed the equivalent of two or more years of college work. Baccalaureate degree programs build on this foundation and offer an integrated two years of study to fulfill degree requirements. Degree candidates should approach their academic careers with a sense of what they have already accomplished as well as with recognition of what remains to be achieved.

## ARTICULATION AGREEMENTS

In an effort to clarify and standardize curricula and degree requirements, and to minimize the transfer problems associated with course equivalency determination, Governors State University has developed approximately 350 articulation agreements with area community colleges. Articulation agreements allow students to plan a four-year degree program beginning at the community college and finishing at Governors State. These agreements assure the smooth transition from lower division to upper division study and completion of a bachelor's degree.

## UNDERGRADUATE STUDENT STATUS

**Undergraduate Degree Seeking Students** are those who meet the established admission requirements of the university and college, as well as those for the specific bachelor's degree sought.

**Undergraduate Students-at-Large** are those who have earned from a regionally accredited institution either a minimum of 60 semester hours with an overall 2.0 grade point average or an A.A. or A.S. degree and who are taking courses but not pursuing a bachelor's degree in a specific major at the time of admission.

**Special Nondegree Students** are those who have not earned 60 semester hours of college credit but who have had equivalent specialized experiences and enroll in a course, workshop, seminar or other university activity for academic credit.

## LIBERAL EDUCATION AND PROFICIENCY TESTING

In order to ensure the continued quality of undergraduate degree programs, the university has implemented a liberal education policy and proficiency testing policy for writing and mathematics skills. All undergraduate students must comply with these policies as a part of the requirements for a bachelor's degree. Further information is available in the section on "Degree Requirements" in this *Catalog*.



## UNDERGRADUATE DEGREE PROGRAMS OFFERED

<b>Major/Concentration</b>	<b>Degree Available</b>	<b>College</b>
Art	Bachelor of Arts (B.A.)	Arts & Sciences
Biology	Bachelor of Science (B.S.)	Arts & Sciences
<i>Science Education</i>		
Board of Governors	Bachelor of Arts (B.A.)	
Degree		
Business Administration	Bachelor of Arts (B.A.)	Business & Public Administration
Accounting		
Finance		
Management Information Systems		
Marketing		
Personnel Management & Labor Relations		
Production Management		
Business and Technology	Bachelor of Arts (B.A.)	Business & Public Administration
<i>Small Business Management and Retailing</i>		
<i>Industrial Management and Supervision</i>		
Chemistry	Bachelor of Science (B.S.)	Arts & Sciences
<i>Science Education</i>		
Communication Disorders	Bachelor of Health Science (B.H.S.)	Health Professions
Computer Science	Bachelor of Science (B.S.)	Arts & Sciences
Criminal Justice	Bachelor of Arts (B.A.)	Business & Public Administration
Elementary Education	Bachelor of Arts (B.A.)	Education
<i>Bilingual/Bicultural Education</i>		
<i>Special Education</i>		
English	Bachelor of Arts (B.A.)	Arts & Sciences
<i>English Education</i>		
Health Administration	Bachelor of Health Administration (B.H.A.)	Health Professions
Intercultural Studies	Bachelor of Arts (B.A.)	Arts & Sciences
Interpersonal Communication	Bachelor of Arts (B.A.)	Arts & Sciences
Media Communications	Bachelor of Arts (B.A.)	Arts & Sciences
Medical Technology	Bachelor of Health Science (B.H.S.)	Health Professions
Music	Bachelor of Arts (B.A.)	Arts & Sciences
<i>Music Education</i>		

Nursing	Bachelor of Science in Nursing (B.S.N.)	Health Professions
Office Administration	Bachelor of Arts (B.A.)	Business & Public Administration
Business Education	Bachelor of Arts (B.A.)	Arts & Sciences
Photography	Bachelor of Arts (B.A.)	Education
Psychology	Bachelor of Arts (B.A.)	Business & Public Administration
Mental Health	Bachelor of Arts (B.A.)	Arts & Sciences
Public Administration	Bachelor of Arts (B.A.)	Health Professions
Social Sciences	Bachelor of Arts (B.A.)	
Social Work	Bachelor of Social Work (B.S.W.)	
Alcoholism Sciences		



# College of Arts and Sciences

Art (B.A.)  
 Biology (B.S.)  
 Chemistry (B.S.)  
 Computer Science (B.S.)  
 English (B.A.)  
 Intercultural Studies (B.A.)  
 Interpersonal Communication (B.A.)  
 Media Communications (B.A.)  
 Music (B.A.)  
 Photography (B.A.)  
 Social Sciences (B.A.)

The College of Arts and Sciences provides a wealth of educational opportunities founded upon the traditions of the liberal arts. The curricula are concerned with the development of an awareness of one's place in the historical, cultural and intellectual experience of humanity. In addition to providing the background necessary to enter into a variety of careers, the specific degree programs offered by the college seek to develop a student's ability to discover new knowledge and prepare for the future.

Courses in the natural and physical sciences provide students with a traditional conceptual background in science while emphasizing the skills and techniques required to apply these concepts to the solution of problems in areas such as the environment. In addition to the courses which support a major and a minor in computer science, computer courses are offered to assist students throughout the university in gaining familiarity with this increasingly important tool.

Courses offered in the social sciences encourage students to explore the problems connected with individuals and groups living together in the modern world. The humanities and fine arts focus on values and perspectives as they are expressed in intellectual and artistic works. The college also provides learning experiences which encourage students to apply the liberal arts tradition to the world of work. Students have the opportunity to study in such growing fields as media, photography and communication.

Students benefit from extensive facilities including: computer, biology, chemistry and environmental science laboratories, as well as music, art, photography, film, and television studios, and art and photography galleries.

A continuing series of events including jazz, electronic, symphonic and choral concerts; media symposia and workshops; and photography and visual arts exhibits are sponsored by the college. Throughout the year the intellectual life of the university community is enriched by workshops and conferences on such diverse topics as global studies, language and culture, race, communication, energy, science and science education.

## CERTIFICATION

The college offers state approved programs for teacher certification in the areas of English, music and science education.

### General Admission and Degree Requirements

All applicants must meet university admission and degree requirements. (See "Admissions" and "Degree Requirements" sections.) It is recommended that students complete courses in communications, humanities and art, science and math, and social science prior to admission in order to meet liberal education requirements within the 120 credit hour minimum required for a bachelor's degree.

### Specific Major Requirements

Following are detailed requirements for the undergraduate majors and concentrations in the College of Arts and Sciences. Some majors have special admission requirements in addition to university requirements. The special admission requirements for each major are noted where they apply. The specific degree requirements for each major and concentration are noted as well.

### Presentation of Curricular Information

The information presented for each major and/or concentration reflects the total hours required for the baccalaureate degree. Students will develop a study plan during the first term of enrollment. Credits earned prior to admission will be applied toward degree requirements where equivalencies exist, or as elective credit, as outlined in the policy on transfer credit. After application of transfer credit, proficiency credit, and/or experiential learning credit, the study plan details the courses/credits remaining which are required to graduate with the specific major/concentration.

## Art

The undergraduate major provides art students with instruction and exposure to all of the media of studio art: printing/drawing, sculpture/ceramics, printmaking and graphic design. The curriculum also provides a historical foundation for both Western and non-Western areas.

### SPECIAL ADMISSION REQUIREMENTS

Besides meeting university criteria, applicants must have completed, prior to admission, the following lower division coursework: nine hours in art history and 12 hours in art studio.

### DEGREE REQUIREMENTS

#### Core Requirements

		Art History.....	9
		Art Studio.....	12
ART	501	Drawing: Life Study.....	6
ART	420	Design: Drawing for Graphic Impact.....	3
ART	425	Design: 2-D Design Principles.....	3
ART	531	Sculpture: 3-D Design in Fabrication Processes.....	3
ART	530	Non-Western Art Seminar.....	3
ART	520	Western Art Seminar.....	3

#### Additional Requirements

		Humanities.....	6
		Social Science.....	6
		Music.....	6
ART	533	Sculpture: Fiber, Clay, Metal.....	3

42

44

Select at least six hours from among non-Western art courses:

ART	521	Art of the South Pacific	3
ART	523	Pre-Columbian Art	3
ART	525	Art of First Americans (American Indians)	3
ART	527	African Art	3

Select at least three hours from among Western art courses:

ART	514	American Art: The Folk Traditions	3
ART	516	Modern Art: Great Artists	3
ART	517	Art Since 1945	3
ART	518	Women Artists	3
ART	519	20th Century Art and Architecture	3

In consultation with advisor, select 14 hours from at least two of the following four areas:

<i>Painting/Drawing</i>			
ART	555	Painting Composition	2,3
ART	558	Painting and Drawing Composition	2,3
ART	561	Painting: Development of a Theme	2-4
ART	563	Painting: Special Problems	2-4

<i>Printmaking/Design</i>			
ART	50A	Graphic Design Production	3
ART	50B	Graphic Design I	3
ART	50C	Graphic Design II	3
ART	51A	Graphic Design Processes (Illustration/Typography)	3
ART	571	Printmaking Processes (Lithography/Serigraphy)	3,4
ART	573	Printmaking: Intaglio, Black-White/Color Woodcut	3,4
ART	581	Printmaking: Advanced Studio	2-4

<i>Sculpture</i>			
ART	535	Sculpture: Metal I	2-4
ART	539	Sculpture: Advanced Metal Workshop II	2-4
ART	541	Sculpture: 3-D Wood	2-4
ART	543	Sculpture: Ceramics	3
ART	545	Sculpture: Advanced Figure Modeling	3

<i>Art History</i>			
ART	514	American Art: The Folk Traditions	2,3
ART	516	Modern Art: Great Artists	3
ART	517	Art Since 1945	3
ART	518	Women Artists	3
ART	519	20th Century Art and Architecture	3
PHOT	500	History of Photography	3
ART	521	Art of the South Pacific	3
ART	523	Pre-Columbian Art	3
ART	525	Art of First Americans (American Indians)	3
ART	527	African Art	3
PHIL	533	Aesthetics and Literary Criticism	3

**Electives**

**34**

**Total**

**120**

## Biology

The curriculum for the Bachelor of Science in biology provides a strong background in the basic concepts of molecular, organismic, and population biology. In addition, laboratory courses provide the training needed for highly developed laboratory skills. Upon graduation, students are prepared for advanced studies in medical, dental, or veterinary school. The student also has the necessary preparation for masters or doctoral level graduate work in biology. The curriculum fulfills all the requirements for admission into the Master of Science degree program in environmental biology at Governors State University. Students are qualified for a wide range of careers as biologists in areas such as pharmaceuticals, genetic engineering, microbiology, or the environment. The student who is interested in a career in science teaching at the secondary level may enroll in the science education concentration in the biology major.

### RECOMMENDED PREPARATION

Prior to admission, students should have completed the following minimum hours of lower division coursework: eight hours of general biology with laboratory, three hours of botany with laboratory, three hours of zoology with laboratory, eight hours of general chemistry with laboratory, eight hours of organic chemistry with laboratory and three hours of college algebra. Deficiencies must be completed during the first three trimesters of enrollment. Some courses may not be available at Governors State.

### DEGREE REQUIREMENTS

#### Core Requirements

		General Biology with Laboratory.....	8
		Botany with Laboratory.....	3
		Zoology with Laboratory.....	3
BIOL	322	Ecology: Basic Principles.....	3
BIOL	34A	Genetics.....	3
BIOL	36A	Comparative Anatomy.....	3
BIOL	36B	Comparative Anatomy Laboratory.....	1
BIOL	37A	Cell Biology.....	2
BIOL	37B	Cell Biology Laboratory.....	1
BIOL	430	Microbiology.....	3
BIOL	431	Microbiology Laboratory.....	1
BIOL	450	Animal Physiology.....	3
BIOL	45A	Animal Physiology Laboratory.....	1
BIOL	460	Plant Physiology.....	3
BIOL	461	Plant Physiology Laboratory.....	1

#### Additional Requirements

		Oral and Written Communications.....	6
		Social Sciences.....	6
		Arts and Humanities.....	6
		General Chemistry with Laboratory.....	8
		Organic Chemistry with Laboratory.....	8
		College Algebra.....	3
BIOL	455	Ecology of Animal Behavior.....	3
CPSC	320	Computer Programming: BASIC.....	3
MATH	355	Applied Calculus.....	3
PHYS	352	Intermediate Physics I.....	3
PHYS	353	Intermediate Physics I Laboratory.....	1
STAT	520	Statistical Methods.....	3

39

62



		Select nine hours from among:	
BIOL	522	Ornithology .....	1
BIOL	523	Ornithology Laboratory .....	2
BIOL	555	Mammalogy .....	2
BIOL	556	Mammalogy Laboratory .....	1
BIOL	560	Plant Systematics .....	2
BIOL	561	Plant Systematics Laboratory .....	1
CHEM	31A	Analytical Chemistry .....	3
CHEM	31B	Analytical Chemistry Laboratory .....	1
CHEM	544	Biochemistry .....	3
CHEM	545	Biochemistry Laboratory .....	1
CHEM	744	Analytical Biochemistry .....	2
CHEM	745	Analytical Biochemistry Laboratory .....	1
<b>Electives</b>			<b>19</b>
		Lower Division .....	9
		Upper Division .....	10
<b>Total</b>			<b>120</b>

## Science Education Concentration

### CERTIFICATION

This curriculum is approved by the Illinois State Board of Education and leads to the Standard High School Certificate and qualifies students to teach in one or more fields: biological science or general science.

### RECOMMENDED PREPARATION

Prior to admission, students should have completed the following minimum hours of lower division coursework: eight hours of general biology with laboratory, three hours of botany with laboratory, three hours of zoology with laboratory, eight hours of general chemistry with laboratory, eight hours of organic chemistry with laboratory and three hours of college algebra. Deficiencies must be completed during the first three trimesters of enrollment. Some courses may not be available at Governors State.

In addition, students should have completed 30 hours from the following in order to graduate with 124 hours as noted: nine hours in oral and written communications; nine hours in social sciences (U.S. government/history required); nine hours in humanities, music, and art; and three hours in health and physical education.

### DEGREE REQUIREMENTS

Besides meeting university requirements, students must: (1) have an overall GPA of at least 2.5 with no individual course grade below a "C" in professional education courses, (2) complete a minimum of 100 hours of supervised pre-student teaching experiences, and (3) provide evidence of successful completion of the Illinois and United States Constitution examination.

<b>Core Requirements</b> (See Biology.)	<b>39</b>
--	-----------

<b>Concentration Requirements</b>	<b>23</b>
PSYC 320 Educational Psychology .....	3
EDUC 310 Foundations of Education .....	3
SPED 510 Survey of Exceptional Students .....	3
SCED 433 Principles of Science Education .....	3
SCED 444 Teaching Secondary School Science .....	2
SCED 445 Teaching Secondary School Science Laboratory .....	1
SCED 455 Managing the Science Classroom .....	3
EDUC 499 Student Teaching: (Science Education) .....	5

**Additional Requirements**

		Oral and Written Communications . . . . .	9
		Social Sciences (U.S. history/government required) . . . . .	9
		Humanities, Music, and Art . . . . .	9
		Health and Physical Education . . . . .	3
		College Algebra . . . . .	3
		General Chemistry with Laboratory . . . . .	8
		Organic Chemistry with Laboratory . . . . .	8
CPS	320	Computer Programming: BASIC . . . . .	3
MATH	355	Applied Calculus . . . . .	3
PHYS	352	Intermediate Physics I . . . . .	3
PHYS	353	Intermediate Physics I Laboratory . . . . .	1
STAT	520	Statistical Methods . . . . .	3

**Total****124**

## Chemistry

The curriculum for the Bachelor of Science in chemistry provides a strong background in the basic concepts of analytical, organic, physical, inorganic and environmental chemistry. In addition, laboratory courses provide "hands-on" experience in the operation of a number of modern scientific instruments. Thus, upon graduation the student is prepared for employment in government and industrial laboratories in a variety of entry level positions. The student also has the necessary preparation for graduate work in chemistry and meets all requirements for admission into the Master of Science degree program in analytical chemistry at Governors State. The student who is interested in a career in science teaching at the secondary level may enroll in the science education concentration in the chemistry major.

### RECOMMENDED PREPARATION

Prior to admission, applicants should have completed the following minimum hours of lower division coursework: eight hours of general chemistry with laboratory, eight hours of organic chemistry with laboratory, eight hours of physics with laboratory and eight hours of calculus. Deficiencies must be completed during the first three trimesters of enrollment. Some courses may not be available at Governors State.

### DEGREE REQUIREMENTS

**Core Requirements**

		General Chemistry with Laboratory . . . . .	8
		Organic Chemistry with Laboratory . . . . .	8
CHEM	31A	Analytical Chemistry . . . . .	3
CHEM	31B	Analytical Chemistry: Laboratory . . . . .	1
CHEM	366	Physical Chemistry I: Lecture . . . . .	3
CHEM	367	Physical Chemistry I: Laboratory . . . . .	1
CHEM	368	Physical Chemistry II: Lecture . . . . .	3
CHEM	369	Physical Chemistry II: Laboratory . . . . .	1
CHEM	426	Instrumental Analysis . . . . .	3
CHEM	427	Instrumental Analysis Laboratory . . . . .	1
CHEM	433	Advanced Inorganic Chemistry . . . . .	3
CHEM	43A	Advanced Inorganic Chemistry Laboratory . . . . .	1
CHEM	544	Biochemistry: Lecture . . . . .	3
CHEM	545	Biochemistry: Laboratory . . . . .	1

**40**

**Additional Requirements**

58

		Oral and Written Communications.....	6
		Social Sciences.....	6
		Humanities and Arts.....	6
		Calculus.....	8
		Physics with Laboratory.....	8
CHEM	45A	Chemical Literature.....	1
CHEM	505	Environmental Chemistry.....	3
CHEM	506	Environmental Chemistry Laboratory.....	2
CHEM	510	Water Quality Analysis.....	2
CHEM	511	Water Quality Analysis Laboratory.....	1
CPSC	320	Computer Programming: BASIC.....	3
MATH	455	Differential Equations.....	3
STAT	520	Statistical Methods.....	3
		Select one course from:	
CHEM	53A	Physical Chemistry III.....	3
CHEM	55A	Polymer Chemistry.....	3
		Select three hours from:	
BIOL	37A	Cell Biology.....	2
BIOL	37B	Cell Biology Laboratory.....	1
BIOL	516	Human Genetics - Elementary.....	3

**Electives**

22

	Lower Division.....	10
	Upper Division.....	12

**Total**

120

**Science Education Concentration****CERTIFICATION**

This curriculum is approved by the Illinois State Board of Education and leads to the Standard High School Certificate and qualifies students to teach in one or more fields: physical science or general science.

**RECOMMENDED PREPARATION**

Prior to admission, students should have completed the following lower division coursework: eight hours of general chemistry with laboratory, eight hours of organic chemistry with laboratory, eight hours of physics with laboratory, and eight hours of calculus. Deficiencies must be completed during the first three trimesters of enrollment, and some courses may not be available at Governors State. In addition, students should have completed 30 hours from the following in order to graduate with 122 hours as noted: nine hours in oral and written communications; nine hours in social sciences (U.S. government/history required); nine hours in humanities, music, and art; and three hours in health and physical education.

**DEGREE REQUIREMENTS**

In addition to meeting university requirements, students must: (1) have an overall GPA of at least 2.5 with no individual course grade below a "C" in professional education courses, (2) complete a minimum of 100 hours of supervised pre-student teaching experiences, and (3) provide evidence of successful completion of the Illinois and United States Constitution examination.

**Core Requirements**  
 (See Chemistry.)

40

<b>Concentration Requirements</b>		<b>23</b>
PSYC	320	Educational Psychology.....3
EDUC	310	Foundations of Education.....3
SPED	510	Survey of Exceptional Students.....3
SCED	433	Principles of Science Education.....3
SCED	444	Teaching Secondary School Science.....2
SCED	445	Teaching Secondary School Science Laboratory.....1
SCED	455	Managing the Science Classroom.....3
EDUC	499	Student Teaching: (Science Education).....5
<b>Additional Requirements</b>		<b>58</b>
		Oral and Written Communications.....9
		Social Sciences (U.S. history/government required).....9
		Humanities, Music, and Art.....9
		Health and Physical Education.....3
		Physics with Laboratory.....8
		Calculus.....8
CPSC	320	Computer Programming: BASIC.....3
MATH	455	Differential Equations.....3
STAT	520	Statistical Methods.....3
		Select three hours from among:
BIOL	37A	Cell Biology.....2
BIOL	37B	Cell Biology Laboratory.....1
BIOL	516	Human Genetics - Elementary.....3
<b>Electives</b>		<b>1</b>
<b>Total</b>		<b>122</b>

## Computer Science

The Bachelor of Science degree in computer science provides a balance between theoretical and applied study and is intended for students who are primarily interested in the application of computers and information technology to problem solving.

The curriculum is designed to prepare students for entry-level positions in business and industry; government at local, state and federal agencies; and research and technical organizations, as programmers, information analysts, systems designers, and software engineers. The curriculum also prepares students for graduate work in computer science.

### RECOMMENDED PREPARATION

While a computer science or data processing background is strongly recommended, a student without the requisite background may enroll in the major. However, in order to enroll in a 400-level course in computer science or mathematics, a student must have earned a grade of "C" or better in the prerequisite(s) for that course. The recommended preparatory courses and credit hours are:

Introduction to Computer Technology.....	3
High-level programming languages (e.g., COBOL, FORTRAN, BASIC, PL/1, RPG, etc.).....	6
Computer Programming: Assembly language.....	3
Systems Analysis.....	3
College Algebra.....	3

In addition to specified prerequisite courses, students admitted without an A.A. or A.S. degree should have completed the following liberal education coursework prior to admission in order to graduate with 120 hours as noted:

Physical/Biological Sciences.....	6
Communications (oral and written).....	6
Social Sciences.....	6
Arts and Humanities.....	6

## DEGREE REQUIREMENTS

### Core Requirements

		Introduction to Computer Technology.....	3
		Computer Programming, high-level languages such as COBOL, FORTRAN, PL/1, BASIC, RPG, etc.....	6
		Computer Programming: Assembly Language.....	3
		Systems Analysis.....	3
CPSC	340	Computer Programming: Pascal.....	3
CPSC	400	Programming Methodology.....	3
CPSC	420	Software Engineering.....	3
CPSC	425	External File Processing.....	3
CPSC	435	Operating Systems.....	3
CPSC	440	Data Structures.....	3
CPSC	445	Database Systems.....	3
CPSC	46P	Computer Science Project Planning.....	1
CPSC	465	Computer Science Project Implementation.....	2

### Additional Requirements

		College Algebra.....	3
		Physical/Biological Sciences.....	6
		Communications (oral and written).....	6
		Social Sciences.....	6
		Arts and Humanities.....	6
MATH	34A	Discrete Mathematics.....	3
MATH	355	Applied Calculus.....	3
MATH	450	Principles of Operations Research.....	3
STAT	520	Statistical Methods.....	3
STAT	521	Statistical Methods: Laboratory.....	1
		Select three hours from:	
CPSC	430	Computer Architecture.....	3
CPSC	455	Organization of Programming Languages.....	3
		Select at least six additional hours of advanced CPSC courses numbered above 400 with approval of advisor.....	6
		Select at least nine hours from among courses in computer science, mathematics, or computer science application areas with approval of advisor.....	9

### Electives

		From freshman/sophomore preparation.....	18
		Other GSU upper division courses.....	5

### Total

120

## Computer Science Minor

An undergraduate minor in computer science is offered for students majoring in other fields who wish to supplement their preparation in a major discipline with a substantial amount of coursework in computer science. The minor in computer science is particularly appropriate for those students who anticipate significant use of a computer during the pursuit of their chosen majors or who would like to develop additional marketable skills to supplement and complement their major studies.



RECOMMENDED PREPARATION

The recommended preparatory courses and credit hours are:

Introduction to Computer Technology	3
High level programming languages such as COBOL, FORTRAN, PL/1, BASIC, RPG, etc.	3
Computer Programming: Assembly Language	3
Systems Analysis	3
College Algebra	3

To enroll in a "400-level" course in computer science or mathematics the student must have earned a grade of "C" or better in the prerequisites for that course.

Requirements for the Minor

CPSC	30A	Introduction to Computer Technology	3
MATH	325	College Algebra	3
MATH	34A	Discrete Mathematics	3
CPSC	340	Computer Programming: Pascal	3
		High level programming languages such as COBOL, FORTRAN, PL/1, BASIC, RPG, etc.	3
CPSC	360	Computer Programming: Assembly Language	3
CPSC	370	Systems Analysis and Design	3
CPSC	400	Programming Methodology	3
Total			24

English

The undergraduate English major enables students to obtain a full appreciation and understanding of works of the imagination — the incomparable record of humanity's journey. In pursuit of this end, the student acquires the necessary skills of analysis and expression of the liberally educated person. The curriculum emphasizes a variety of approaches to a wide range of literature and relates the works studied to social, political and historical contexts and to the evolution of the English language. The study of English is presented as perhaps the most personally enriching endeavor the individual can undertake, a study which can and does affect all aspects of life. The English major also equips the student with the breadth of knowledge and basic skills increasingly in demand by a complex and rapidly changing world.

DEGREE REQUIREMENTS

Core Requirements

ENGL	311	Survey of English Literature I: Beowulf to the 18th Century	3
ENGL	312	Survey of English Literature II	3
ENGL	321	American Literature I	3
ENGL	322	American Literature II	3
ENGL	510	Major English Authors	3
ENGL	520	Major American Authors	3
ENGL	52A	Major Black Authors	3
ENGL	551	Shakespeare I: Histories and Comedies	3
ENGL	552	Shakespeare II: Tragedies and Romances	3
ENGL	540	Bible as Literature in Social Context	3
ENGL	560	Philosophical Themes in Contemporary Literature	3
PHIL	533	Aesthetics and Literary Criticism	3
PHIL	542	Ethics	3

Additional Requirements

Composition	3
Oral Communication	3
Social Sciences	12



Select three hours from:

ENGL	512	Black Literature I: 1760-1900.....	3
ENGL	513	Black Literature II: 1900-1941.....	3
ENGL	532	Literature of Immigrant Children.....	3
ENGL	541	Chinese Culture: Language and Literature.....	3

Select three hours from:

ENGL	50A	Introduction to Linguistics.....	3
ENGL	545	Counter-Propaganda.....	3
ENGL	592	Historical Studies in the English Language.....	3

#### Electives

57

#### Total

120

### English Education Concentration

#### CERTIFICATION

This curriculum is approved by the Illinois State Board of Education and leads to the Standard High School Certificate and qualifies students to teach English at the junior high and high school levels.

#### RECOMMENDED PREPARATION

Prior to admission, students should have completed the following lower division coursework in order to graduate with 120 hours as noted: five hours in survey of American and/or English literature; nine hours in communications (oral and written); seven hours in science (including laboratory); five hours in mathematics; three hours in health and physical education; nine hours in social science (including U.S. history/government); and nine hours in music, art, and humanities.

#### DEGREE REQUIREMENTS

In addition to meeting university requirements, students must (1) have an overall GPA of at least 2.5 with no individual course grade lower than a "C" in professional education courses, (2) complete a minimum of 100 hours of supervised pre-student teaching clinical experiences, and (3) provide evidence of successful completion of the Illinois and United States Constitution examination.

#### Core Requirements

39

(See English.)

#### Concentration Requirements

23

PSYC	320	Educational Psychology.....	3
EDUC	310	Foundations of Education.....	3
SPED	510	Survey of Exceptional Students.....	3
EGED	518	Language, Teaching and Learning.....	3
EGED	523	Methods of Teaching English.....	3
EGED	528	Teaching Reading in High School.....	3
EDUC	499	Student Teaching: (English Education).....	5

#### Additional Requirements

45

		Communications (oral and written).....	3
		Science (including laboratory).....	7
		Mathematics.....	5
		Health and Physical Education.....	3
		Music, Art, and Humanities.....	9
		Social Science (including U.S. history/government).....	9
ENGL	51A	Advanced Composition and Rhetoric.....	3

Select six hours from among:

ENGL	50A	Introduction to Linguistics.....	3
ENGL	592	Historical Studies in the English Language.....	3
ENGL	53A	Children's and Adolescent Literature.....	3

Electives

13

Total

120

## Intercultural Studies

The intercultural studies major is an interdisciplinary degree program which combines elements of political science, anthropology, economics, and history. The degree program is designed to broaden and enhance students' understanding and appreciation of other cultures and nations. In an age of complex interdependencies and conflicts that result partially from differences in cultures and values, the intercultural studies courses are designed to assist students in the development of specific skills in problem solving, conflict resolution and prevention, political and policy analysis, and communication among different nations and cultures. Students graduating from this degree program are prepared to become effective participants in careers in government, labor and business which require an understanding of how different cultures interrelate.

### DEGREE REQUIREMENTS

#### Core Requirements

39

ICS	310	Introduction to Intercultural Studies.....	3
ICS	375	Intercultural Research Methods.....	3
ANTH	310	Cultural Anthropology.....	3
HIST	316	African History.....	3
ANTH	411	Urban Anthropology.....	3
HIST	547	Latin American History.....	3
ENGL	511	The African Novel.....	3
ENGL	521	Comparative Latin American Literature.....	3
POLS	545	American Foreign Policy.....	3
ECON	320	Economic Development of Minority Communities.....	3
POLS	538	Urban Politics.....	3
ICS	541	Ethnicity, Culture and Politics.....	3
ICS	465	Multiple Projects in Community Research.....	3

#### Additional Requirements

9

Select three hours from among the following political science/economics courses:

POLS	531	Readings, Black Politics and American Political System.....	3
ICS	575	Church and Politics in Latin America.....	3
ICS	532	African Politics.....	3
ECON	533	Economic Development in Latin America.....	3
ECON	435	Comparative Economic Systems.....	3
ICS	535	Third World in Perspective: An Interdisciplinary Survey.....	3

Select three hours from among the following history/cultures courses:

ANTH	50A	Anthropology in Film.....	3
ICS	540	Hispanic Experience in the U.S.....	3
HIST	542	Caribbean History.....	3
HIST	544	History of Civil Rights.....	3
HIST	545	American Negro Slavery.....	3
ICS	546	Caribbean Cultures.....	1,2
ICS	547	Cultural Geography.....	3
ICS	548	African Civilizations.....	3

Select three hours from among the following literature/interdisciplinary courses:

ENGL	512	Black Literature I: 1760 to 1900.....	3
ENGL	513	Black Literature II: 1900 to 1941.....	3
ENGL	514	Black Literature III: 1941 to Present.....	3
ICS	530	Third World Conference.....	1-3
ENGL	620	Women in Latin American Literature.....	3
COMS	571	Culture and Communication Process.....	3

#### Electives

72

#### Total

120

## Interpersonal Communication\*

Students in the undergraduate interpersonal communication major learn communication theories and concepts, and develop a more accurate perception of self and others through effective speaking and listening. The major demonstrates how people communicate face-to-face, in small groups, in organizations, public settings and in relation to technology. Students also gain an understanding of how people of various social and cultural backgrounds communicate.

The primary focus of the undergraduate major is to prepare students in the basic principles of communication leading toward the development of specialized interests in a particular career. The degree program enables students to develop career areas in business, government, education, personnel management, advertising, public relations, and human services, as well as preparing them for advanced study in communication and related areas.

\*Note: At the time of publication, a request was pending to change the title of this major to: "Speech-Communication Studies."

### RECOMMENDED PREPARATION

In order to graduate with 120 hours, a student should have completed the following coursework prior to admission: three hours in fundamentals of speech, three hours in another speech course, six hours in composition/rhetoric; and liberal education courses in humanities and arts (6 hours), social sciences (6 hours) and science/mathematics (6 hours).

### DEGREE REQUIREMENTS

#### Core Requirements

30

		Fundamentals of Speech.....	3
		Additional speech course.....	3
COMS	310	Concepts in Communication.....	3
COMS	33A	Interpersonal Skills.....	3
COMS	420	Communication Research.....	3
COMS	450	Communication Dynamics in Organizations and Communities.....	3
COMS	460	Persuasive Speaking.....	3
COMS	533	Group Communication.....	3
COMS	561	Technology and Communication.....	3
COMS	570	Intercultural Communication.....	3

**Additional Requirements**

21

		Composition/Rhetoric .....	6
		Select three hours from:	
ENGL	382	Communications II .....	3
ENGL	51A	Advanced Composition and Rhetoric .....	3
MCOM	450	Writing for Print Media .....	3
		In consultation with advisor, a student interested in developing expertise in a specific career area may select 12 hours of coursework to tailor a unique focus based on individual needs and background. ....	12

**Electives**

64

**Total**

121

*Interpersonal Communication Minor\**

An undergraduate minor in the area of communications is offered for students majoring in other fields. This minor is particularly appropriate for those students who anticipate significant use of communication skills in their chosen field and who wish to develop additional marketable skills.

\*Note: At the time of publication, a request was pending to change the title of this minor to: "Speech-Communication Studies."

**Requirements for the Minor**

COMS	310	Concepts in Communication .....	3
COMS	460	Persuasive Speaking .....	3
COMS	33A	Interpersonal Skills .....	3
COMS	533	Group Communication .....	3
COMS	450	Communication Dynamics in Organizations and Communities .....	3
COMS	570	Intercultural Communication .....	3

**Total**

18

**Media Communications**

Students in the undergraduate media communications major have an opportunity to develop writing and production skills as well as a practical and theoretical understanding of the processes and impact of media on individuals, groups and society. Television, cable, film and print are considered in various forms and uses, including journalistic applications.

Within a broad and flexible program, media communications students prepare themselves for job upgrading, new careers or further study in media. Job opportunities include writing, editing, reporting, producing, directing, managing, teaching and research. Students may apply for internships in Chicago area media or practicum positions in the university's Instructional Communications Center. The university is interconnected live and by tape distribution to area cable television systems.

## RECOMMENDED PREPARATION

Prior to admission, students should have completed at least six hours of coursework in media skills (including production and media writing). Other recommended preparation includes communication skills, social sciences and humanities.

## DEGREE REQUIREMENTS

In addition to university requirements, students are expected to take either a production, history, or effects/theory course in more than one specific medium. Students must maintain a "C" grade point average in their core requirement courses.

## Core Requirements

36

		Media Skills (including production and media writing) . . . . .	6
MCOM	420	Media and Society . . . . .	3
MCOM	505	Media Symposium . . . . .	2
		Select at least two hours between:	
MCOM	510	Theory and History of a Free Press . . . . .	2
MCOM	610	Media Communications Law . . . . .	3
		Select at least three hours from among the following advanced production courses:	
MCOM	340	Film/Video Project I . . . . .	2
MCOM	341	Film/Video Project II . . . . .	2
MCOM	535	Television: Remote Color Techniques . . . . .	3
MCOM	539	Advanced Color Television Production . . . . .	4
MCOM	590	Media Team Field Project . . . . .	4
MCOM	595	Media Production Practicum . . . . .	2-8
MCOM	651	Investigative and Specialized Reporting . . . . .	3
		Select at least three hours from among the following aesthetics/criticism courses:	
MCOM	540	Film Seminar . . . . .	3
MCOM	542	Film and Television Documentary . . . . .	3
MCOM	555	Broadcast Journalism . . . . .	3
MCOM	556	Urban Journalism . . . . .	3
MCOM	750	Feature and Review Writing . . . . .	3
		Select at least six hours from among the following theory/trends courses:	
MCOM	560	Women in the Media . . . . .	3
MCOM	565	Broadcasting in America . . . . .	3
MCOM	567	Children and Television . . . . .	3
MCOM	580	Chicago Media Laboratory . . . . .	2
COMS	310	Concepts in Communication . . . . .	3
COMS	420	Communication Research . . . . .	3
I&TT	510	Introduction to Instructional and Training Technology . . . . .	1
		Select at least 11 hours in additional media courses. These are to be chosen from the media courses listed above or from the following courses:	
I&TT	520	Training Product Design . . . . .	3
MCOM	450	Writing for Print Media . . . . .	3
MCOM	480	Internship . . . . .	1-4
MCOM	530	Television Production . . . . .	4
MCOM	550	Newswriting and Reporting . . . . .	3
MCOM	575	Creative Dramatics . . . . .	4
MCOM	637	Advanced Acting . . . . .	4
PHOT	300	Photography . . . . .	3

## Electives

## Total

84

120

## Music

The courses in the music core include theory, history/literature, performance, applied studies and piano. As many students will use their skills to teach, compose and perform in the latter half of the twentieth and earlier half of the twenty-first century, much of the required coursework is specifically designed to develop skills in twentieth century music. Upon completing the core requirements, students are able to either focus their studies in theory/composition or performance or choose the concentration in music education.

### SPECIAL ADMISSION REQUIREMENTS

Besides meeting university criteria, applicants must: (1) have completed the following lower division coursework prior to admission: 12 hours in music theory, four hours in music history/literature, four hours in applied music studies, four hours in ear training, four hours in ensemble performance, and four hours in minor instrument, voice diction, or piano and (2) complete and pass with a grade of "C+" a music proficiency examination administered by GSU prior to the first registration.\*

### DEGREE REQUIREMENTS

In addition to university requirements, students must complete 55 hours in the major core, 21 of which must be upper division, and attend a minimum of 80% of the GSU music program concerts each trimester for at least four trimesters.

#### Core Requirements

		Music Theory.....	12
		Ear Training.....	4
		Music History/Literature.....	4
		Applied Music.....	4
		Ensemble Performance.....	4
		Minor Instrument, Voice Diction, or Piano.....	4
MUS	315	Music History: 18th and 19th Century Music.....	2
MUS	320	20th Century Music I.....	2
MUS	515	Materials of Music II: 20th Century Harmonic Techniques.....	3
MUS	410	Afro-American Music.....	3
MUS	525	History of Jazz.....	2
MUS	540	Applied Music (This course is offered for one credit hour. Students must enroll for four trimesters, two of which must be consecutive. Music students are strongly encouraged to enroll in this course each trimester until degree requirements are met.).....	4
		Select four hours from among:	
		(The following courses are offered for one credit hour each. Students must enroll for at least four credit hours, two credit hours of which must be in consecutive trimesters in the same course. Music students are strongly encouraged to enroll in one of these courses each trimester until degree requirements are met.)	
MUS	556	Symphonic Band.....	1
MUS	560	University Singers.....	1
MUS	562	GSU Chorale.....	1
		Select three hours between:	
MUS	516	Materials of Music II: Orchestration.....	3
MUS	584	Choral Arranging.....	3

#### Additional Requirements

Art.....	6
Social Sciences.....	6
Humanities.....	6

55

34



Select 16 hours from among:

MUS	571	Composition/Electronic Music I	4
MUS	575	Composition II	3
MUS	576	Electronic Music II	3
MUS	527	Scoring for Film and Television	2
MUS	579	Studio Recording Techniques	1-4
MUS	582	Vocal Literature	3
MUS	518	Choral Methods and Conducting	4
MUS	440	Instrumental Conducting	3
MUS	580	Piano Pedagogy	2
MUS	420	Secondary Instrumental Methods	3
MUS	594	Electronic Music in Classroom Workshop	2,3
MUS	596	Jazz Materials for Teacher Education	2
MUS	558	Jazz Ensemble	1
MUS	578	Counterpoint/Form	4

**Electives**

**31**

**Total**

**120**

Note: \* All music majors with an applied area other than piano or organ must satisfy the four credit hour piano proficiency requirements. The two course sequence (MUS32A and MUS32B) should begin at the time of the student's first enrollment in the music degree program. The proficiency requirements may be satisfied in whole or in part, by passing the placement examination which is normally given during the first week of each trimester by appointment with the piano faculty. If the student passes a part of the examination, the piano faculty will determine the remaining coursework to be completed to satisfy the proficiency requirement.

## Music Education Concentration

### CERTIFICATION

This curriculum is approved by the Illinois State Board of Education and leads to the Standard Special Certificate endorsed in music.

### SPECIAL ADMISSION REQUIREMENTS

(See Music.)

### RECOMMENDED PREPARATION

In addition to the admission requirements for the music major, students should have completed at least 28 hours from the following in order to graduate within 122-124 hours as noted below: nine hours in oral and written communication; nine hours in social sciences (U.S. history/government required); six hours in art and humanities, (excluding music); seven hours in natural and/or physical science(s) (including laboratory); five hours in mathematics (college algebra); and three hours in health and/or physical education.

### DEGREE REQUIREMENTS

Beyond meeting university requirements, students must: (1) complete at least 21 hours in core courses at the upper division level; (2) attend a minimum of 80% of the Governors State University music major concerts each trimester for at least four trimesters; (3) have no grade below "C" in professional education courses at Governors State and an overall grade point average of 2.5 or higher at GSU; (4) complete a minimum of 100 hours of supervised pre-student teaching clinical experiences; and (5) provide evidence of successful completion of the Illinois and United States Constitution examination.

**Core Requirements**  
(See Music.)

55

**Concentration Requirements**

28-30

PSYC	320	Educational Psychology.....	3
EDUC	310	Foundations of Education.....	3
SPED	510	Survey of Exceptional Students.....	3
MUS	587	Elementary Music Methods.....	2
EDUC	499	Student Teaching: (Music Education).....	5*
Select methods courses from either instrumental (14 hours) or voice (12 hours):			
<i>Instrumental</i>			
MUS	440	Instrumental Conducting.....	3
MUS	420	Secondary Instrumental Methods.....	3
MUS	380	Brass Methods.....	2
MUS	382	Woodwind Methods.....	2
MUS	384	String Methods.....	2
MUS	386	Percussion Methods.....	2
<i>Vocal</i>			
MUS	518	Choral Methods and Conducting.....	4
MUS	580	Piano Pedagogy.....	2
MUS	581	Vocal Pedagogy.....	3
MUS	582	Vocal Literature.....	3

**Additional Requirements**

39

Communication (oral and written).....	9
Social Sciences (U.S. history/government required).....	9
Art and Humanities (excluding music).....	6
Science (including laboratory).....	7
Mathematics (College Algebra).....	5
Health and Physical Education.....	3

**Total**

122-124

NOTE: \* Students in the music education concentration are expected to display personal characteristics and habits typical of the dedicated teacher. The music faculty will not recommend for student teaching any student who has demonstrated a lack of readiness to assume the responsibilities expected in the teaching profession. To be eligible for a student teaching assignment, a student must: (1) have at least a 2.5 G.P.A. in academic courses; (2) have at least a 3.0 G.P.A. in music courses; (3) have satisfied the piano proficiency requirements; and (4) have removed all unsatisfactory grades (I, E, F).

**Photography**

Students in the photography major develop the technical skills and aesthetic abilities required of both the commercial and fine arts photographer. The foundation of undergraduate studies includes photographic skills, theory, and history. Interdisciplinary experiences are designed to provide a base for the photographer as communicator with a well defined balance of artistic integrity and economic responsibility.

The college boasts excellent facilities including a studio, newly enlarged darkroom and gallery. The Infinity Gallery hosts exhibitions for students, faculty and professionals from throughout the country. In addition, an active student organization sponsors many events throughout the year including lectures and workshops.

## RECOMMENDED PREPARATION

Applicants should have completed the following coursework: three hours of photographic techniques, and three hours of advanced photographic techniques.

## DEGREE REQUIREMENTS

Core Requirements			36
		Photography.....	3
		Advanced Photographic Techniques.....	3
PHOT	500	History of Photography.....	3
PHOT	510	Photographic Theory.....	3
MCOM	570	Media Workshop.....	3
Select three hours between:			
PHOT	530	Color Photography: Positive Processes.....	3
PHOT	531	Color Photography: Negative Processes.....	3
Select at least six hours from among the following skills courses:			
PHOT	530	Color Photography: Positive Processes.....	3
PHOT	531	Color Photography: Negative Processes.....	3
PHOT	535	Non-Silver Photographic Processes.....	3
PHOT	540	Product Photography.....	3
PHOT	542	Photo-Illustration.....	3
PHOT	543	Portraiture and Fashion Photography.....	2
PHOT	545	Architectural Photography.....	2
PHOT	550	Photojournalism.....	3
PHOT	555	Documentary Photography.....	3
		Art Studio Elective.....	3
		Media Production Elective.....	3
Select 12 hours from among the following courses:			
PHOT	560	Photographic Equivalence Studies.....	3
MCOM	420	Media and Society.....	3
		Art History Elective.....	3
		Media History Elective.....	3
		Contemporary Trends (Art or Media) Electives.....	3
Electives			84
Total			120

## Social Sciences

Students who major in social sciences at the undergraduate level are exposed to an interdisciplinary core curriculum drawn from and bridging several of the disciplines in social sciences. The curriculum is designed to provide the students with a basic understanding of social behavior, problem solving skills related to a wide variety of human activities, and the ability to conduct, analyze, interpret, and apply social research in its many settings. In addition, the student has the opportunity to specialize in one of several social sciences or related fields, drawing upon the resources of the entire university, or to continue to pursue a program of interdisciplinary studies. Consequently, graduates of the program, depending upon their career goals and objectives, may acquire a diverse portfolio of skills that are in high demand in government, public service, education, industry, and business.

## RECOMMENDED PREPARATION

Prior to admission, students should have completed at least 12 hours of coursework in history, sociology, political science, economics, geography, anthropology, urban studies, or other social sciences.

## DEGREE REQUIREMENTS

## Core Requirements

		Lower division coursework in social sciences and/or history . . . .	12	
HIST	310	American Economic History . . . . .	3	
HIST	520	American Urban History . . . . .	3	
SOSC	311	Survey of Social Science . . . . .	3	
SOSC	530	Urban Studies: Introduction to the City . . . . .	3	
SOSC	535	Idea of Community . . . . .	3	
SOC	520	Technology and Social Change . . . . .	3	
SOC	540	Sociology of the Family . . . . .	3	
SOC	551	Sociology of Ethnic Relations . . . . .	3	
SOC	585	Work and Family Life . . . . .	3	
ENGL	590	Research Techniques . . . . .	3	

42

## Additional Requirements

ENGL	535	Literature and History . . . . .	3	
ENGL	560	Philosophical Themes in Contemporary Literature . . . . .	3	
		Art and/or Humanities . . . . .	6	

24

Select 12 hours with advisor's approval in: history, sociology, political science, anthropology, urban studies, economics, geography, women's studies, other social sciences and/or related fields . . . . . 12

## Electives

54

## Total

120



# College of Business and Public Administration

Business Administration (B.A.)  
 Business and Technology (B.A.)  
 Criminal Justice (B.A.)  
 Office Administration (B.A.)  
 Public Administration (B.A.)

The College of Business and Public Administration has designed its undergraduate majors to prepare students for careers in business, government, education, and industry. Because each of the functions of a complex business or government organization is interrelated, students are required to be familiar with the functional areas of business. The college offers majors leading to the Bachelor of Arts in business administration, business and technology, criminal justice, office administration, and public administration. The business administration major offers, as part of its curriculum, an opportunity for students to pursue an in-depth study in one of the following concentrations: accounting, finance, management information systems, marketing, personnel management and labor relations, and production management. The business and technology major is intended to prepare students for careers which require both a technical knowledge and basic business skills. In addition to preparing students for careers as administrative managers of office operations, the office administration major offers students an opportunity to pursue a concentration in business education which prepares them to become certified to teach in the state of Illinois. The public administration major is designed to prepare students for the problems and techniques needed for executive leadership in government. The undergraduate criminal justice major is planned to provide a broad awareness of the criminal justice system and prepares students for careers in law enforcement, corrections and consumer protection.

## CERTIFICATION

State teacher certification is available to graduates of the office administration major with a concentration in business education.

## COLLEGE POLICIES

### Proficiency Examinations

Students in the College of Business and Public Administration are strongly encouraged to review English composition and algebra prior to taking the university proficiency examinations. Moreover, students majoring in business administration must take an additional examination in intermediate algebra. If unsuccessful in passing either the university proficiency examinations or the intermediate algebra examination, students must successfully complete specified English and/or mathematics courses.

### Student Study Plans

Student study plans are developed with the student advisors located in the dean's office during the first trimester of enrollment. The advisor will explain the degree program and use the student's transcripts to develop a study plan that will lead to degree completion in the major to which the student has been admitted. The study plan must be

signed by the dean or his designee. Students must have an approved study plan on file in the college office in order to register for a subsequent trimester.

#### Announcements

Students are responsible for checking the bulletin board, located in the corridor across from the dean's office, for announcements concerning scheduling, policies and collegial procedures.

#### Residency Requirements

Undergraduate students in the College of Business and Public Administration must complete a minimum of 30 credit hours at Governors State University.

#### Internships

All internships will be coordinated by appropriate faculty in the College of Business and Public Administration. Specific weekly meeting dates will be announced during the orientation meeting.

#### Electives

All business, criminal justice and public administration electives must be approved by the dean or his designee. University policy allows undergraduates to take a maximum of 12 elective credit hours on the pass/no credit grading option. Students will not be permitted to choose the pass/no credit option for core requirements, additional requirements, or for business, criminal justice and public administration electives.

#### Repeating Courses

Beginning with students admitted for the fall 1982 trimester, a student who has enrolled in the same course three times without receiving a passing grade is required to receive permission from the dean in order to register for that class a fourth time.

#### Course Substitution

Course substitution must be approved by the dean or his designee. The substitution is valid only for the term specified.

#### Independent Study

In addition to the faculty sponsor and division chairperson, the dean of the College of Business and Public Administration must approve an independent study. Students who have not successfully completed the competency examinations or successfully completed the required courses will not be allowed to register for independent study courses. Only senior students completing their last trimester should apply for independent study.

#### Limitations on Nontraditional Courses

Undergraduate students in the College of Business and Public Administration shall take a minimum of 54 upper division undergraduate hours in regularly scheduled courses for fulfilling the degree requirements. Exceptions to this policy must be approved by the dean of the college.



### Transfer Credit

At the undergraduate level, "D" grades earned at another institution are not transferable unless they were accepted for an associate's degree.

### General Admission and Degree Requirements

All applicants must meet university admission and degree requirements. (See "Admissions" and "Degree Requirements" sections.) It is recommended that students complete courses in communications, humanities and arts, science and math, and social science prior to admission in order to meet liberal education requirements within the 120 credit hour minimum required for a bachelor's degree.

### Specific Major Requirements

Following are detailed requirements for the undergraduate majors and concentrations in the College of Business and Public Administration. Some majors have special admission requirements in addition to university requirements. The special admission requirements for each major are noted where they apply. The specific degree requirements for each major and concentration are noted as well.

### Presentation of Curricular Information

The information presented for each major and/or concentration reflects the total hours required for the baccalaureate degree. Students will develop a study plan during the first term of enrollment. Credits earned prior to admission will be applied toward degree requirements where equivalencies exist, or as elective credit, as outlined in the policy on transfer credit. After application of transfer credit, proficiency credit, and/or experiential learning credit the study plan details the courses/credits remaining which are required to graduate with the specific major/concentration.



## Business Administration

The Bachelor of Arts in business administration degree prepares students for positions of leadership in business. Students are prepared for the challenges of professional life through the study of the functional areas of business in the business core portion of the program. In addition, students in the program may select a concentration in one of the following fields: accounting, finance, management information systems, marketing, personnel management and labor relations, and production management.

### RECOMMENDED PREPARATION

Prior to admission students should have completed courses in humanities and art, science and math, and social science to meet the liberal education requirements. Students should have also earned at least 18 hours of undergraduate coursework in business, three hours in algebra and calculus, and six hours of written communication in order to graduate with 120 hours as noted.

### DEGREE REQUIREMENTS

Core Requirements			39
BUED	360	Business Communications	3
MIS	301	Introduction to Management Information Systems	3
ACCT	301	Financial Accounting	3
STAT	361	Statistics for Management I	3
STAT	362	Statistics for Management II	3
FIN	301	Principles of Financial Management	3
MGMT	301	Principles of Management	3
MKTG	301	Principles of Marketing	3
ECON	410	Intermediate Macroeconomics	3
ECON	420	Managerial Economics: The Economics of the Firm	3
MGMT	340	Production Management	3
MGMT	469	Business Policy	3
Select three hours between:*			
BLAW	320	Legal Environment of Administration	3
BLAW	325	Business Law I	3
Additional Requirements			51
		Algebra	3
		Calculus	3
		Written Communication	6
		Business Electives	15
ACCT	302	Managerial Accounting	3
ECON	301	Principles of Microeconomics	3
ECON	302	Principles of Macroeconomics	3
		Advanced Business Administration Courses	15**
Electives			30
Total			120

NOTES: \*BLAW325 is recommended for those students planning to obtain a C.P.A. designation.

\*\*Fifteen hours of advanced business administration courses must be approved by the advisor.

## Accounting Concentration

<b>Core Requirements</b>			<b>39</b>
(See Business Administration.)			
<b>Concentration Requirements</b>			<b>15</b>
ACCT	332	Cost Accounting II.....	3
ACCT	351	Intermediate Accounting I.....	3
ACCT	352	Intermediate Accounting II.....	3
ACCT	410	Advanced Accounting.....	3
ACCT	440	Audit Concepts and Standards.....	3
<b>Additional Requirements</b>			<b>36</b>
ACCT	331	Cost Accounting I.....	3
ECON	301	Principles of Microeconomics.....	3
ECON	302	Principles of Macroeconomics.....	3
		Algebra.....	3
		Calculus.....	3
		Written Communication.....	6
		Business Electives.....	15**
<b>Electives</b>			<b>30</b>
<b>Total</b>			<b>120</b>

NOTE: \*\*BLAW325 and BLAW326 are recommended for those students planning to obtain a C.P.A. designation.

## Finance Concentration

<b>Core Requirements</b>			<b>39</b>
(See Business Administration.)			
<b>Concentration Requirements</b>			<b>15</b>
FIN	430	Financial Institutions.....	3
FIN	440	Insurance and Risk Management.....	3
FIN	445	Analysis of Financial Statements.....	3
FIN	450	Financial Markets.....	3
FIN	460	Investments.....	3
<b>Additional Requirements</b>			<b>36</b>
ACCT	302	Managerial Accounting.....	3
ECON	301	Principles of Microeconomics.....	3
ECON	302	Principles of Macroeconomics.....	3
		Algebra.....	3
		Calculus.....	3
		Written Communication.....	6
		Business Electives.....	15
<b>Electives</b>			<b>30</b>
<b>Total</b>			<b>120</b>

*Management Information Systems Concentration*

<b>Core Requirements</b>			<b>39</b>
(See Business Administration.)			
<b>Concentration Requirements</b>			<b>15</b>
CPSC	351	Computer Programming: COBOL.....	3
CPSC	370	Systems Analysis and Design.....	3
MIS	46A	Business Information Retrieval and Database Management.....	3
MIS	46B	Business Simulation and Modeling.....	3
MIS	46C	Telecommunications and Distributed Data Systems.....	3
<b>Additional Requirements</b>			<b>36</b>
ACCT	302	Managerial Accounting.....	3
ECON	301	Principles of Microeconomics.....	3
ECON	302	Principles of Macroeconomics.....	3
		Algebra.....	3
		Calculus.....	3
		Written Communication.....	6
		Business Electives.....	15
<b>Electives</b>			<b>30</b>
<b>Total</b>			<b>120</b>

*Marketing Concentration*

<b>Core Requirements</b>			<b>39</b>
(See Business Administration.)			
<b>Concentration Requirements</b>			<b>15</b>
MKTG	320	Consumer Behavior.....	3
MKTG	430	Marketing Management: Product and Price Strategies.....	3
MKTG	440	Marketing Logistics and Distribution.....	3
MKTG	450	Promotional Strategies.....	3
MKTG	460	Marketing Research.....	3
<b>Additional Requirements</b>			<b>36</b>
ACCT	302	Managerial Accounting.....	3
ECON	301	Principles of Microeconomics.....	3
ECON	302	Principles of Macroeconomics.....	3
		Algebra.....	3
		Calculus.....	3
		Written Communication.....	6
		Business Electives.....	15
<b>Electives</b>			<b>30</b>
<b>Total</b>			<b>120</b>

## Personnel Management and Labor Relations Concentration

<b>Core Requirements</b>	<b>39</b>
(See Business Administration.)	
<b>Concentration Requirements</b>	<b>15</b>
MGMT 320 Personnel Management.....	3
MGMT 401 Organizational Behavior.....	3
MGMT 421 Labor Relations.....	3
MGMT 423 Compensation and Incentive Systems.....	3
MGMT 425 Labor Markets.....	3
<b>Additional Requirements</b>	<b>36</b>
ACCT 302 Managerial Accounting.....	3
ECON 301 Principles of Microeconomics.....	3
ECON 302 Principles of Macroeconomics.....	3
Algebra.....	3
Calculus.....	3
Written Communication.....	6
Business Electives.....	15
<b>Electives</b>	<b>30</b>
<b>Total</b>	<b>120</b>

## Production Management Concentration

<b>Core Requirements</b>	<b>39</b>
(See Business Administration.)	
<b>Concentration Requirements</b>	<b>15</b>
MGMT 342 Job Design and Measurement.....	3
MGMT 421 Labor Relations.....	3
MGMT 442 Materials and Logistics Management.....	3
MGMT 443 Production and Inventory Control Systems.....	3
MGMT 445 Seminar in Production and Operations Management.....	3
<b>Additional Requirements</b>	<b>36</b>
ACCT 302 Managerial Accounting.....	3
ECON 301 Principles of Microeconomics.....	3
ECON 302 Principles of Macroeconomics.....	3
Algebra.....	3
Calculus.....	3
Written Communication.....	6
Business Electives.....	15
<b>Electives</b>	<b>30</b>
<b>Total</b>	<b>120</b>

## Business and Technology

The Bachelor of Arts in business and technology degree is a capstone program to the many varied technical programs offered at community colleges. It is intended to prepare students for careers which require both technical knowledge and basic business skills. It is ideal for technical program graduates interested in continuing their education in the business area.

The degree offers two specializations, one in small business management and retailing, the other in industrial management and supervision. The small business management and retailing concentration provides students interested in becoming entrepreneurs with a better understanding of the problems and rewards of owning and operating a small business. The industrial management and supervision concentration prepares students to bridge the gap between technical employees and managers. Students applying to the industrial management and supervision concentration must have three years of approved industrial work experience for admission.

### SPECIAL ADMISSION REQUIREMENTS

In addition to the university criteria, applicants must have earned an Associate of Applied Science in a technical major from a regionally accredited institution of higher education. Students not meeting the admission requirement of an A.A.S. in a technical program, but who have completed 27 or more hours in technical coursework, and have met other university admission criteria may be considered for admission.

### RECOMMENDED PREPARATION

Prior to admission students should have completed 3 hours in communications, 3 hours in humanities and art, 3 hours in social science, and 3 hours in science or math and 6 additional hours from any combination of these fields.

### DEGREE REQUIREMENTS

#### Core Requirements

		Technology Courses	27
ACCT	301	Financial Accounting	3
ACCT	302	Managerial Accounting	3
BLAW	320	Legal Environment of Administration	3
BUED	360	Business Communications	3
FIN	301	Principles of Financial Management	3
MGMT	301	Principles of Management	3
MGMT	340	Production Management	3
MIS	301	Introduction to Management Information Systems	3
MKTG	301	Principles of Marketing	3
STAT	361	Statistics for Management I	3
MGMT	469	Business Policy	3

#### Additional Requirements

ECON	301	Principles of Microeconomics	3
ECON	302	Principles of Macroeconomics	3
		Algebra	3
		Written Communication	6
		Humanities and Arts	6
		Social Sciences	6
		Science and Mathematics	6
		Combination from the Above	6

#### Electives

#### Total

60

39

21

120



## *Small Business Management and Retailing Concentration*

### **SPECIAL ADMISSION REQUIREMENTS**

(See Business and Technology.)

### **RECOMMENDED PREPARATION**

(See Business and Technology.)

### **DEGREE REQUIREMENTS**

<b>Core Requirements</b>	<b>60</b>
(See Business and Technology.)	
<b>Concentration Requirements</b>	<b>15</b>
MGMT 430 Small Business Administration.....	3
MKTG 430 Marketing Management: Product and Price Strategies.....	3
MKTG 431 Retailing Operations & Management.....	3
MKTG 433 Retailing Policies.....	3
MKTG 435 Retail Location Planning Strategy.....	3
<b>Additional Requirements</b>	<b>39</b>
(See Business and Technology.)	
<b>Electives</b>	<b>6</b>
<b>Total</b>	<b>120</b>

## *Industrial Management and Supervision Concentration*

### **SPECIAL ADMISSION REQUIREMENTS**

In addition to the university criteria and those for the Business and Technology major, applicants intending to elect a concentration in Industrial Management and Supervision must have completed a minimum of three years of approved industrial work experience. A letter from current or previous employer(s) will be required to evaluate appropriate work experience. This information should be submitted with the admissions application.

### **RECOMMENDED PREPARATION**

(See Business and Technology.)

### **DEGREE REQUIREMENTS**

<b>Core Requirements</b>	<b>60</b>
(See Business and Technology.)	
<b>Concentration Requirements</b>	<b>15</b>
MGMT 320 Personnel Management.....	3
MGMT 43A Purchasing.....	3
MGMT 43B Quality Management.....	3
MGMT 442 Materials and Logistics Management.....	3
MGMT 443 Production and Inventory Control Systems.....	3
<b>Additional Requirements</b>	<b>39</b>
(See Business and Technology.)	
<b>Electives</b>	<b>6</b>
<b>Total</b>	<b>120</b>

## Criminal Justice

Criminal justice as a field of study covers the traditional aspects of the criminal justice system: law enforcement, courts and the judiciary, corrections, and juvenile justice. It also recognizes the interdependence of social traditions, values and legal structures that necessarily impact on policy questions in a democratic society. The major focuses on the social problems of crime and delinquency and the methods of managing these problems for the social good.

The requirements for the degree include the development and effective use of interpersonal communication skills; a broad social behavioral approach to the understanding of crime, the process and issues relevant to each component of the criminal justice system and its agencies, and crime prevention; the supervisory and management skills, constitutional rights and restraints, substance abuse, alcoholism and related curricular applications to criminal justice; the development of analytical skills through research, statistics and computer applications; and lastly, a synthesis through an internship experience.

### RECOMMENDED PREPARATION

Prior to admission students should have completed three hours of algebra, six hours of written communication, and nine hours of administration coursework in order to graduate with 120 hours as noted.

### DEGREE REQUIREMENTS

Core Requirements			42
PADM	301	Introduction to Public Administration.....	3
ECON	405	Public Finance.....	3
POLS	440	Constitutional Law: Civil Liberties.....	3
CJUS	310	Criminal Justice Organization and Process.....	3
MGMT	301	Principles of Management.....	3
MIS	301	Introduction to Management Information Systems.....	3
CJUS	320	Correctional Process.....	3
CJUS	330	Issues in Juvenile Justice and Delinquency.....	3
CJUS	340	Judicial Process and Issues for Criminal Justice.....	3
CJUS	430	Communication in Public Administration.....	3
CJUS	435	Law Enforcement and the Ghetto.....	3
CJUS	440	Crime Causation Theories and Social Control.....	3
CJUS	445	New Dimensions in Corrections.....	3
PADM	480	Internship (Public Administration).....	3*
Additional Requirements			36
ECON	301	Principles of Microeconomics.....	3
ECON	302	Principles of Macroeconomics.....	3
POLS	302	American National Government.....	3
STAT	361	Statistics for Management I.....	3
		Algebra.....	3
		Written Communication.....	6
		Business, Public Administration, and/or other related area	
		Electives.....	15**
Electives			42
Total			120

NOTES: \*Students having had career experience in a criminal justice agency may substitute three hours of elective coursework in lieu of this requirement.

\*\*Fifteen hours of business, public administration, and/or other related courses must be approved by the advisor.

## Office Administration

The Bachelor of Arts degree in office administration prepares students for careers as administrative managers in private and public organizations. The curriculum includes those areas necessary for modern business office management: personnel management, space planning and design, communications, work flow, and measurement. Moreover, the courses in the curriculum are designed so that students develop an understanding of the administrative functions in business. Thus, the areas of business including accounting, finance, economics, management information systems, and marketing form an integral component of the office administration major.

### RECOMMENDED PREPARATION

Prior to admission students should have earned three hours of algebra, six hours of written communication and nine hours in business courses to graduate with 120 hours as noted.

### DEGREE REQUIREMENTS

Core Requirements			42
BUED	360	Business Communications	3
MIS	301	Introduction to Management Information Systems	3
ACCT	301	Financial Accounting	3
BLAW	320	Legal Environment of Administration	3
STAT	361	Statistics for Management I	3
FIN	301	Principles of Financial Management	3
MGMT	301	Principles of Management	3
MKTG	301	Principles of Marketing	3
MGMT	340	Production Management	3
OFAD	320	Records Administration	3
MIS	39A	Business Microcomputer Applications	3
OFAD	410	Human Relations of the Office	3
OFAD	42A	Microcomputer Use in the Office	3
OFAD	430	Office Organization and Management	3
Additional Requirements			33
ACCT	302	Managerial Accounting	3
ECON	301	Principles of Microeconomics	3
ECON	302	Principles of Macroeconomics	3
		Algebra	3
		Written Communication	6
		Business Administration Electives	15
Electives			45
Total			120

## Business Education Concentration

### CERTIFICATION

This curriculum is approved by the Illinois State Board of Education and leads to the Standard High School Certificate and qualifies students to teach in the field of business education.

### RECOMMENDED PREPARATION

Prior to admission students should have completed the following lower division coursework: three hours in business communications; six hours in oral and written communications; nine hours in humanities, music, and art; seven hours in science (including laboratory coursework); five hours in mathematics (including algebra); three hours in U.S. history or government; three hours in microeconomics; three hours in macroeconomics; three hours in health and physical education; and five hours in business courses in order to graduate with 120 hours as noted.

### DEGREE REQUIREMENTS

In addition to university requirements, students must: (1) have an overall GPA of at least 2.5 with no individual course grade below a "C" in professional education courses; (2) complete a minimum of at least 100 hours of supervised pre-student teaching experiences; and (3) provide evidence of successful completion of the Illinois and United States Constitution Examination.

#### Core Requirements

(See Office Administration.)

42

#### Concentration Requirements

23

PSYC	320	Educational Psychology	3
EDUC	310	Foundations of Education	3
SPED	510	Survey of Exceptional Students	3
BUED	451	Principles and Problems in Business Education	3
BUED	452	Methods of Teaching Basic Business	3
EDUC	499	Student Teaching: (Business Education)	5

Select three hours between:

BUED	453	Methods of Teaching Office Skill Subjects	3
BUED	454	Methods of Teaching Bookkeeping and Related Subjects	3

#### Additional Requirements

42

ECON	310	Consumer Economics	3
		Communications (oral and written)	6
		Humanities, Music, and Art	9
		Science (including laboratory)	7
		Health and Physical Education	3
		Mathematics (including Algebra)	5
		U.S. History or Government	3
		Microeconomics	3
		Macroeconomics	3

#### Electives

13

#### Total

120

## Public Administration

The Bachelor of Arts degree in public administration is designed to prepare students to deal with problems relevant to public policy, organization development, management, budgeting, planning, and personnel concerns. The major also contains courses in the areas of local government, political theory, management techniques, management information systems and criminal justice. Students completing the undergraduate public administration major have a comprehensive understanding of the field of public administration and are prepared for administrative responsibility within a democratic political system.

### RECOMMENDED PREPARATION

Prior to admission students should have completed courses in humanities and art, science and math, and social science to meet the liberal education requirements. Students should have also earned 15 hours from among the following courses: three hours of algebra; six hours of written communication; and six hours from statistics, economics, government, and/or public administration courses.

### DEGREE REQUIREMENTS

#### Core Requirements

STAT	361	Statistics for Management I	3	42
PADM	301	Introduction to Public Administration	3	
ECON	405	Public Finance	3	
POLS	320	Local Governmental Systems	3	
PADM	420	Public Personnel Administration	3	
POLS	440	Constitutional Law: Civil Liberties	3	
PADM	435	Public Policy Analysis	3	
POLS	460	Political Theory	3	
CJUS	310	Criminal Justice Organization and Process	3	
ACCT	301	Financial Accounting	3	
MGMT	301	Principles of Management	3	
MIS	301	Introduction to Management Information Systems	3	
BLAW	320	Legal Environment of Administration	3	
PADM	450	Introduction to Urban Planning	3	

#### Additional Requirements

ECON	301	Principles of Microeconomics	3	33
ECON	302	Principles of Macroeconomics	3	
POLS	302	American National Government	3	
		Algebra	3	
		Written Communication	6	
		Public Administration Electives	15	

#### Electives

45

#### Total

120

# College of Education

Elementary Education (B.A.)

Psychology (B.A.)

The College of Education prepares students to be professionally competent in the areas of human growth and development related to the fields of education and psychology. The college offers two majors leading to the Bachelor of Arts degree: elementary education with concentrations available in bilingual/bicultural education and special education, and psychology with a concentration available in mental health.

The emphasis of the elementary education major is to prepare highly qualified teachers for kindergarten through middle school or junior high school. The curriculum focuses on the traditional aspects of teacher preparation while addressing issues necessary to meet the changing educational needs of society.

The psychology major presents a study of human behavior from a multi-disciplinary perspective with an emphasis on systems of psychology and human development, as well as experiences in human relations development and training.

## CERTIFICATION

The Illinois State Board of Education has approved the elementary education program and the bilingual concentration for purposes of teacher certification. Completion of the elementary program leads to the Standard Elementary Certificate. Completion of the bilingual concentration leads to the Transitional Bilingual Certificate.

## General Admission and Degree Requirements

All applicants must meet university admission and degree requirements. (See "Admissions" and "Degree Requirements" sections.) It is recommended that students complete courses in oral and written communications, humanities and arts, science and math, and social science prior to admission in order to meet liberal education requirements within the 120 credit hour minimum required for a bachelor's degree.

## Specific Major Requirements

Following are detailed requirements for the undergraduate majors and concentrations in the College of Education. Some majors have special admission requirements in addition to university requirements. The special admission requirements for each major are noted where they apply. The specific degree requirements for each major and concentration are noted as well.

## Presentation of Curricular Information

The information presented for each major and/or concentration reflects the total hours required for the baccalaureate degree. Students will develop a study plan during the first term of enrollment. Credits earned prior to admission will be applied toward degree requirements where equivalencies exist, or as elective credit, as outlined in the policy on transfer credit. After application of transfer credit, proficiency credit, and/or experiential learning credit the study plan details the courses/credits remaining which are required to graduate with the specific major/concentration.



## Elementary Education

The elementary education major offers the final two years of the undergraduate curriculum in teacher education. The major is designed to prepare qualified teachers to meet the challenges facing education in the 1980s.

The curriculum provides a combination of classroom instruction, pre-student teaching clinical experiences, and student teaching. Field experiences have been designed to provide the student with varied and optimal experiences in selected schools.

Students in elementary education may choose either to pursue a concentration in bilingual/bicultural education or special education or to develop expertise in one or a combination of the following academic specializations: language arts, mathematics, social science studies, general science, psychology or computer science. Students in bilingual/bicultural education acquire special expertise in learning methods and techniques for teaching limited English proficient and culturally diverse children. The special education concentration focuses on preparing the prospective elementary teacher to be more aware of the intellectual, physical, psychological, or sociological needs of the exceptional student within the context of the regular classroom.

### CERTIFICATION

This curriculum is approved by the Illinois State Board of Education for recommendation of the Standard Elementary Certificate by entitlement. Students must earn a "B" or better in EDUC499, Student Teaching, to be recommended for certification.

### RECOMMENDED PREPARATION

Prior to admission students should have completed the following 60 semester credit hours of general education: twelve hours of oral and written communication, including six hours of composition, three hours of speech (oral communication) and three hours of general linguistics; nine hours of social sciences including U.S. history or government; nine hours of humanities including one course each in art, music and literature (preferably children's/adolescents'); seven hours of science including laboratory coursework; six hours of mathematics including courses equivalent to college algebra and mathematics structures and concepts; three hours of health or physical education; three hours of computer education that is equivalent to introduction to microcomputers; and eleven hours from the above areas excluding computer education. All students majoring in elementary education must have completed 78 hours of general education before certification will be recommended. Remedial courses will not be accepted to fulfill any requirement. For further details on the above requirements, consult *Division of Education Undergraduate Student Handbook*.

### DEGREE REQUIREMENTS

In addition to university requirements, students must: (1) complete 78 credit hours of general education;\* (2) complete 42 hours of professional education; (3) maintain academic progress as defined in the *Division of Education Undergraduate Student Handbook*; (4) have a grade point average of 3.00 or better for professional education courses taken at GSU with no grade below "C" in professional education courses; (5) have a minimum cumulative grade point average of 2.50 for general education courses taken at GSU; and (6) provide evidence of successful completion of the Illinois and United States Constitution examination.

Students seeking certification must also meet the requirements under the "Educational Certification" section of this Catalog.

Each student's academic progress will be reviewed periodically by a committee of faculty appointed by the dean of the college. A student not maintaining satisfactory academic progress as defined in the *Division of Education Undergraduate Student Handbook* may be dismissed from the major.

**Core Requirements**

PSYC	320	Educational Psychology	3
SPED	510	Survey of Exceptional Students	3
EDUC	310	Foundations of Education	3
ELED	370	Methods of Teaching	3
ELED	380	Methods of Teaching Language Arts	3
ELED	424	Methods of Teaching Elementary Math	3
ELED	426	Methods of Teaching Reading	3
ELED	528	Methods of Diagnosing & Remediating Reading Difficulties	3
EDUC	442	Methods of Teaching Social Studies	3
SCED	422	Methods of Teaching Elementary School Science	2
SCED	423	Methods of Teaching Elementary School Science Lab	1
EDUC	38A	Clinical Experience I	1
EDUC	45B	Clinical Experience II	2
EDUC	499	Student Teaching	9

42

**Additional Requirements\***

78

*Lower Division*

60

Composition	6
Speech (oral communication)	3
General Linguistics	3
Survey course of U.S. History or American Government	3
Social Sciences electives	6
Art	3
Music	3
Literature (children's/adolescents' highly recommended)	3
Physical or Life Sciences (including laboratory coursework)	7
College Algebra (equivalent to MATH325)	3
Mathematics Structures and Concepts (equivalent to MATH320)	3
Health or Physical Education	3
Computer Education (equivalent to EDCP 50A)	3
Electives from above areas (except computer education)	11

*Upper Division*

18

In consultation with advisor, students interested in developing expertise in specific academic subject areas must select 18 hours of general education from among the following courses. Students are encouraged to select one of the sequences; however, students may combine courses from two or more areas subject to advisor approval.

<i>Computer Science</i>			
CPSC	30A	Introduction to Computer Technology	3
CPSC	370	Systems Analysis and Design	3
CPSC	360	Computer Programming: Assembly Language	3
CPSC	320	Computer Programming: BASIC	3
CPSC	340	Computer Programming: Pascal	3
CPSC	50C	Programming in LOGO	3
<i>Language Arts</i>			
ENGL	532	Literature of Immigrant Children	3
ENGL	545	Counter-Propaganda	3
ENGL	592	Historical Studies in the English Language	3
COMS	570	Intercultural Communication	3
COMS	531	Listening: Theory and Process	3
Select one of the following two courses:			
ENGL	321	American Literature I	3
ENGL	322	American Literature II	3

		<i>Mathematics</i>	
MATH	355	Applied Calculus.....	3
MATH	33A	Geometry.....	3
MATH	34A	Discrete Mathematics.....	3
MATH	44A	Linear Algebra.....	3
CPSC	320	Computer Programming: BASIC.....	3
STAT	520	Statistical Methods.....	3
		<i>Psychology</i>	
PSYC	420	Principles of Psychology.....	3
PSYC	510	Adolescence.....	3
PSYC	512	Child Development.....	3
PSYC	520	Learning Cognition I.....	3
PSYC	524	Principles of Behavior Change.....	3
PSYC	535	Social Psychology.....	3
		<i>Science</i>	
BIOL	30B	Biological Science Foundations II.....	3
BIOL	315	Animal Behavior.....	3
CHEM	30C	Chemical Science Foundations II.....	3
PHYS	302	Physical Science Foundations.....	3
GEOL	322	Physical Environments: Characteristics and Development.....	2
GEOL	323	Physical Environments: Characteristics and Development Laboratory.....	1
		Select any three one credit hour astronomy courses from among the following:	
PHYS	500	Survey of the Night Sky.....	1
PHYS	504	Planets and Moons.....	1
PHYS	506	Stars and Nebulas.....	1
PHYS	508	Galaxies and Quasars.....	1
PHYS	510	Black Holes, Quasars and the Universe.....	1
PHYS	512	Intelligent Life in the Universe.....	1
PHYS	514	Telescopes and Observatories.....	1
		<i>Social Studies</i>	
ICS	547	Cultural Geography.....	3
ANTH	310	Cultural Anthropology.....	3
SOSC	311	Survey of Social Science.....	3
ECON	310	Consumer Economics.....	3
		Select one of the following two courses:	
ECON	301	Principles of Microeconomics.....	3
ECON	302	Principles of Macroeconomics.....	3
		Select one of the following four courses:	
HIST	316	African History.....	3
HIST	547	Latin American History.....	3
HIST	540	Black Experience in the U.S.....	3
HIST	550	Women in American History.....	3

**Total**

Note: \* Coursework acceptable for meeting these requirements must be college-level work and may not include work remedial in character even if college credit is granted. Generally, this coursework must be at the 100 level or higher and applicable towards a degree at the institution providing the instruction.

## Bilingual/Bicultural Education Concentration

### CERTIFICATION

This curriculum is approved by the Illinois State Board of Education for recommendation of the Transitional Bilingual Certificate (Spanish) by entitlement and the Standard Elementary Certificate by entitlement.

### RECOMMENDED PREPARATION

In addition to that listed for Elementary Education, students should have near native oral proficiency in Spanish and English and adequate reading proficiency in both languages. Students must be prepared to meet Illinois State Board of Education language proficiency requirements for the Transitional Bilingual Education certificate.

### DEGREE REQUIREMENTS

(See Elementary Education.)

<b>Core Requirements</b>	<b>42</b>
(See Elementary Education.)	
<b>Concentration Requirements</b>	<b>18</b>
BBED 51A Introduction to Bilingual Bicultural Communication . . . . .	3
BBED 520 Foundations of Bilingual Education . . . . .	3
BBED 525 Assessment of Bilingual Students . . . . .	3
BBED 530 Methods and Materials for Teaching in Bilingual Programs . . . . .	3
BBED 538 Ethnic Minorities in the U.S. . . . .	3
ENGL 508 Teaching English as a Second Language . . . . .	3
<b>Additional Requirements</b>	<b>78</b>
<i>Lower Division</i>	
(See Elementary Education.) . . . . .	60
<i>Upper Division</i>	
(See Elementary Education.) . . . . .	18
<b>Total</b>	<b>138</b>

## Special Education Concentration

### CERTIFICATION

This curriculum is approved by the Illinois State Board of Education for recommendation of the Standard Elementary Certificate by entitlement.

### RECOMMENDED PREPARATION

In addition to that listed for Elementary Education, students should have completed an introduction to psychology course as part of the social science coursework in general education.

### DEGREE REQUIREMENTS

(See Elementary Education.)

<b>Core Requirements</b>	<b>42</b>
(See Elementary Education.)	
<b>Concentration Requirements</b>	<b>15</b>
CDIS 510 Speech and Language Characteristics of Exceptional Students . . . . .	3
PSYC 524 Principles of Behavior Change . . . . .	3
SPED 560 The Handicapped Student in the Regular Classroom . . . . .	3
PSYC 430 Abnormal Psychology . . . . .	3
EDUC 532 Teaching Mathematics to Low Achieving Students . . . . .	3

<b>Additional Requirements</b>	<b>69</b>
Lower Division	
(See Elementary Education.)	60
Upper Division	
Select 9 hours of additional general education coursework in consultation with advisor.	9
<b>Total</b>	<b>126</b>

## Psychology

The undergraduate major in psychology provides students with a knowledge of the factors which affect human behavior and the techniques which treat behavioral and psychological disorders. The curriculum provides many opportunities for development of special interests, personal growth, and research in the behavioral sciences, under faculty supervision.

Undergraduate students who expect to do graduate study in psychology should, with the assistance of their advisor, carefully select the courses which will qualify them for admission to a graduate program. Graduate programs commonly require 24-30 hours in undergraduate psychology including statistics, research methodology, cognitive learning, developmental psychology, experimental psychology, social psychology and abnormal psychology.

Students with an interest in the area of mental health may pursue this concentration within the psychology major. The mental health concentration focuses on recent trends and legislation to provide services in the community, providing treatment in the least restrictive environment, and to broaden the perspective of mental health from servicing patients to servicing persons experiencing emotional difficulties because of economic hardships, family problems, or physical or social handicaps. Graduates are prepared for employment in both privately and publicly funded agencies providing mental health services.

### DEGREE REQUIREMENTS

<b>Core Requirements</b>	<b>37</b>
PSYC 420 Principles of Psychology	3
PSYC 430 Abnormal Psychology	3
PSYC 512 Child Development	3
PSYC 518 Laboratory in Transactional Analysis	2
PSYC 520 Learning Cognition I	4
PSYC 524 Principles of Behavior Change	3
PSYC 530 Personality Theory	3
PSYC 535 Social Psychology	3
PSYC 540 Professional Standards in Human Service and Research	3
PSYC 560 Research Methodology	3
STAT 468 Statistics	3
PSYC 544 Theories and Treatment of Emotional Disturbance	4
<b>Electives</b>	<b>83</b>
<b>Total</b>	<b>120</b>

*Mental Health Concentration***Core Requirements****37**

(See Psychology.)

**Concentration Requirements****16**

PSYC	538	Laboratory in Hidden Feelings and Meanings.....	3
PSYC	541	Rights of Mental Patients.....	1
PSYC	542	Psychological Issues and Values.....	2
Select four hours from:			
PSYC	555	Theories and Treatment of Emotional Disturbance in Children I.....	4
PSYC	558	Theories and Treatment of Emotional Disturbance in Adults.....	4
Select three hours from:			
COUN	544	Family Counseling.....	3
PSYC	559	Psychodrama.....	3
Select three hours from among:			
PSYC	510	Adolescence.....	3
PSYC	515	Adulthood.....	3
PSYC	519	Psychosocial Aspects of Aging.....	3

**Electives****67****Total****120**



# College of Health Professions

Communication Disorders (B.H.S.)

Health Administration (B.H.A.)

Medical Technology (B.H.S.)

Nursing (B.S.N.)

Social Work (B.S.W.)

The undergraduate degree programs in the College of Health Professions prepare students for a variety of employment opportunities in the health field or for further education in graduate programs. In addition to traditional lecture-discussion courses all programs provide extensive field experiences through a vast network of hospitals and medical centers in the Chicago region. The college offers a few courses of general interest to other students, but most courses are designed to meet the professional education needs of the various majors. The college also provides continuing education courses for health professionals at many off-campus locations throughout the metropolitan region.

## CERTIFICATIONS AND/OR ACCREDITATIONS

The medical technology major is fully accredited by the American Medical Association's Committee on Allied Health Education and Accreditation (CAHEA). Graduates are eligible for certification offered by the Board of Registry, American Society of Clinical Pathologists (ASCP), and the National Certification Agency for Clinical Laboratory Personnel (NCA).

Nursing majors are approved by the Illinois Department of Registration and Education. The baccalaureate nursing major is accredited by the National League for Nursing.

## General Admission and Degree Requirements

All applicants must meet university admission and degree requirements. (See "Admissions" and "Degree Requirements" sections.) It is recommended that students complete courses in communications, humanities and arts, science and math, and social science prior to admission in order to meet liberal education requirements within the 120 credit hour minimum required for a bachelor's degree.

## Specific Major Requirements

Following are detailed requirements for the undergraduate majors and concentrations in the College of Health Professions. Some majors have special admission requirements in addition to university requirements. The special admission requirements for each major are noted where they apply. The specific degree requirements for each major and concentration are noted as well.

## Presentation of Curricular Information

The information presented for each major and/or concentration reflects the total hours required for the baccalaureate degree. Students will develop a study plan during the first term of enrollment. Credits earned prior to admission will be applied toward degree requirements where equivalencies exist, or as elective credit, as outlined in the policy on transfer credit. After application of transfer credit, proficiency credit, and/or

experiential learning credit, the study plan details the courses/credits remaining which are required to graduate with the specific major/concentration. Once the student study plan has been approved and signed by the advisor and division chairperson, the advisor's signature will not be required on the registration form. (Courses which require permission of the instructor will require that instructor's signature on the "written permission" line of the registration form.) It is the responsibility of the student to enroll in the proper sequence in courses which fulfill the requirements of the approved study plan. Courses in which the student enrolls that are not on the study plan may not be applicable to degree requirements. Any changes in the study plan must be approved by the advisor and division chairperson. Students should consult advisors and this Catalog for prerequisite, specific major, and university degree requirements.

## **Communication Disorders**

The undergraduate major in communication disorders offers preprofessional education in speech-language pathology and related areas. The curriculum includes courses in fundamental areas necessary to understand normal aspects of speech, language, and hearing. Coursework is also offered to give the student basic knowledge concerning disorders of speech, language, and hearing and approaches to their assessment and remediation. Education at this level is considered prerequisite to a graduate degree program.

As a preprofessional curriculum, the undergraduate major does not qualify students for state certification but rather provides the foundation necessary for the graduate curriculum which leads to certification.

### **RECOMMENDED PREPARATION**

Prior to admission, students should have completed the following lower division coursework in order to graduate with 120 hours as noted: eight hours in oral and written communications, six hours in science and mathematics, six hours in social science (including U.S. history or government), three hours in health or physical education, six hours in humanities, and an additional 13 hours selected from the above fields and/or psychology.

### **DEGREE REQUIREMENTS**

In addition to university requirements, students must provide evidence of successful completion of the Illinois and United States Constitution examination.

#### **Core Requirements**

CDIS	304	Phonetics	3
CDIS	310	Introduction to Communication Disorders	3
CDIS	322	Speech and Language Development	3
CDIS	330	Hearing Science	3
CDIS	345	Speech Physiology	3
CDIS	350	Analysis of Verbal Behavior	3
CDIS	401	Articulation Disorders	3
CDIS	410	Introduction to Clinical Audiology	3
CDIS	420	Introduction to Rehabilitative Audiology	3
CDIS	430	Diagnostic Methods in Communication Disorders	3
CDIS	440	American Dialects: Issues and Educational Implications	3
EDUC	310	Foundations of Education	3
SPED	510	Survey of Exceptional Students	3
PSYC	320	Educational Psychology	3
PSYC	512	Child Development	3
PSYC	430	Abnormal Psychology	3
STAT	468	Statistics	3

<b>Additional Requirements</b>	<b>42</b>
Oral and Written Communications.....	8
Science and Mathematics.....	6
Social Science (including U.S. history or government).....	6
Health or Physical Education.....	3
Humanities.....	6
An additional 13 hours from the above fields and/or psychology....	13
<b>Electives</b>	<b>27</b>
<b>Total</b>	<b>120</b>

## Health Administration

The purpose of the undergraduate health administration major is to train administrators who will be able to develop and manage health services organizations and programs. The curriculum is designed to be an educational mechanism through which students obtain the understanding and skills necessary for health administration. Specifically, the major is designed to train administrators for unit or department head positions in large and complex health care institutions such as hospitals and for executive director positions in small and/or less complex health care institutions such as clinics, nursing homes, and family service agencies. The undergraduate major has full membership status granted by the Association of University Programs in Health Administration (AUPHA).

### DEGREE REQUIREMENTS

In addition to university requirements, students must achieve a grade of "C" or better in all core courses.

<b>Core Requirements</b>	<b>42</b>
HLAD 325 Health Care Organization.....	3
HLAD 330 Medical Ethics.....	3
HLAD 340 Medical Sociology.....	3
HLAD 355 Health Care and Politics.....	3
HLAD 450 Health Planning.....	3
HLAD 460 Health Care Economics.....	3
HLAD 465 Health Care: Legal Aspects.....	3
ACCT 301 Financial Accounting.....	3
ACCT 402 Management Accounting for Health Care Organizations.....	3
MGMT 301 Principles of Management.....	3
MGMT 320 Personnel Management.....	3
STAT 361 Statistics for Management I.....	3
MIS 301 Introduction to Management Information Systems.....	3
HLAD 490 Health Administration Practicum.....	3
<b>Additional Requirements</b>	<b>18</b>
<i>Lower Division</i>	
Principles of Microeconomics.....	3
Algebra.....	3
Composition.....	3
Speech.....	3

*Upper Division*

Select six hours from among the following management and policy application courses:

HLAD	410	Introduction to Long-Term Health Care.....	3
HLAD	413	Long-Term Health Care Management.....	3
HLAD	445	Mental Health Administration.....	3
HLAD	430	Ambulatory Care System Management.....	3
HLAD	503	Current Topics in Health Administration.....	3

**Electives****60****Total****120**

## Medical Technology

This major is a two-year professional curriculum which prepares students for careers in a variety of clinical laboratory settings. The curriculum includes clinical practice that is integrated with coursework. The major seeks to provide instruction and evaluation based upon identified competencies, current needs within the profession, and responsiveness to individual needs. The clinical laboratory experience gives the student the opportunity to perform simple and complex laboratory analyses, to gain knowledge of clinical medicine, and to recognize the importance of quality assurance. Classroom material integrated with the laboratory work helps the students develop skill in data correlation, decision making, and problem solving. While developing technical competency, students are provided learning opportunities that introduce them to the expanding role of the medical technologist in the areas of teaching, research and administration.

### ACCREDITATION AND CERTIFICATION

The medical technology major at Governors State University is accredited by the American Medical Association's Committee on Allied Health Education and Accreditation (CAHEA). Graduates are eligible for certification offered by the Board of Registry, American Society of Clinical Pathologists (ASCP) and the National Certification Agency for Clinical Laboratory Personnel (NCA). Students who seek certification from these agencies must successfully complete the program and pass an examination administered by the certifying agency. The agencies require that Governors State verify successful completion of the academic program.

### SPECIAL ADMISSION REQUIREMENTS

Normally twelve students are admitted in the fall trimester. Applicants who meet all requirements for admission will be admitted on a first-come, first-served basis until the enrollment limit is reached.

In addition to university criteria, an applicant must:

1. have earned credit within the past seven years with a grade of "C" or better in the following prerequisite courses: eight semester hours of inorganic chemistry, four semester hours of organic chemistry, eight semester hours of general biology, four semester hours of microbiology, and three semester hours of college algebra.
2. submit two (2) standard written references from former science instructors, teaching assistants, faculty advisors, or employers and supervisors.

- complete a personal interview with members of the admissions committee of the medical technology faculty. This is part of the admission process. The medical technology program director will schedule the interview with the applicant upon receipt of application. Every effort is made to arrange interviews at the convenience of applicants. The interview is designed to assess the following: commitment to career goals in medical technology, verification of academic records, and self-assessment of potential success in the field.

In addition, applicants with credentials from countries other than the United States must have them evaluated through the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). A copy of the NAACLS evaluation should be sent with transcripts to the Office of Admissions.

## RECOMMENDED PREPARATION

Prior to admission, the following lower division coursework is recommended in order to graduate with 126 hours as noted: six hours in English composition, three hours in literature, six hours in humanities, six hours in social science, and six hours in additional courses in the humanities, social sciences, or arts.

## DEGREE REQUIREMENTS

### Core Requirements

CHEM	544	Biochemistry: Lecture	3
BIOL	444	Physiologic Systems I	2
BIOL	445	Physiologic Systems I Laboratory	1
BIOL	446	Physiologic Systems II	2
BIOL	447	Physiologic Systems II Laboratory	1
MEDT	340	Immunology	2
MEDT	320	Clinical Laboratory Science: Medical Technology Practicum I	3
MEDT	321	Clinical Laboratory Science: Hematology I	1
MEDT	322	Clinical Laboratory Science: Chemistry I	1
MEDT	323	Clinical Laboratory Science: Microbiology I	1
MEDT	330	Clinical Laboratory Science: Medical Technology Practicum II	3
MEDT	331	Clinical Laboratory Science: Renal Physiology and Body Fluid Analyses	1
MEDT	332	Clinical Laboratory Science: Chemistry II	1
MEDT	333	Clinical Laboratory Science: Microbiology II	1
MEDT	342	Clinical Laboratory Science: Chemistry III	1
MEDT	350	Clinical Laboratory Science: Medical Technology Practicum III	3
MEDT	35B	Phlebotomy Techniques I	1
MEDT	351	Clinical Laboratory Science: Blood Bank I	1
MEDT	410	Clinical Laboratory Science: Hematology II	1
MEDT	420	Clinical Laboratory Science: Medical Technology Practicum IV	3
MEDT	421	Clinical Laboratory Science: Hematology/Coagulation	1
MEDT	423	Clinical Laboratory Science: Microbiology III	1
MEDT	430	Clinical Laboratory Science: Medical Technology Practicum V	3
MEDT	431	Clinical Laboratory Science: Microbiology IV	1
MEDT	432	Clinical Laboratory Science: Blood Bank II	1
MEDT	433	Clinical Laboratory Science: Chemistry IV	1
MEDT	44A	Phlebotomy Techniques II	1
MEDT	440	Clinical Laboratory Science: Medical Technology Practicum VI	3
PHYS	402	Medical Physics	4
CPSC	30A	Introduction to Computer Technology	3
MEDT	465	Clinical Laboratory Science: Introductory Laboratory Management	2

54



**Additional Requirements**

66

*Lower Division*

Inorganic Chemistry I	4
Inorganic Chemistry II	4
Organic Chemistry	4
General Biology I	4
General Biology II	4
Microbiology	4
College Algebra	3
English Composition	6
Literature	3
Humanities	6
Social Science	6
Additional hours in social sciences, humanities, or the arts	6

*Upper Division*

HLAD	325	Health Care Organization	3
HLPE	315	Health Professions Education Instruction Skills	3
		With approval of advisor, complete a second trimester (three hours) of organic chemistry or a chemistry course	3
		Select three hours from:	
STAT	468	Statistics	3
STAT	361	Statistics for Management I	3
STAT	520	Statistical Methods	3

**Electives**

9

**Total**

126

## Nursing

The nursing major provides opportunities for registered nurses from either an associate's degree program or a diploma program to obtain a baccalaureate degree in nursing. This major is designed to prepare nurses to practice as generalists in health care settings with clients of all ages. It acquaints the nurse with the historical development of nursing and the trends affecting nursing and health care delivery. Leadership abilities of the professional nurse are emphasized. The theoretical basis of nursing is explained as well as the changing scope of nursing practice. Beginning research activities are developed. This major also prepares students for graduate education.

**ACCREDITATION**

The major is accredited by the National League for Nursing Council of Baccalaureate and Higher Degrees and is approved by the Illinois Department of Registration and Education.

**SPECIAL ADMISSION REQUIREMENTS**

Besides meeting university criteria, applicants must:

1. Have earned at least 26 semester hours of lower division nursing credit with a grade of "C" or better. Applicants with an associate's degree in nursing may transfer this credit; applicants who have graduated from a diploma program may receive this credit by taking the American College Testing (ACT) Proficiency Examinations in: Maternal and Child Nursing (AA#453), Adult Nursing (AA#554), and Psychiatric/Mental Health Nursing (AA#503). These examinations must be passed with a standard score of 45 or better. Examination reports reflecting acceptable scores on each examination must be on file prior to admission to the major. These examinations are administered at GSU by the Office of Student Development.



2. Have earned at least 34 additional lower division semester hours as follows: four hours of anatomy and physiology, four hours of microbiology, four hours of general chemistry, four hours of organic chemistry, three hours of English composition, three hours of rhetoric, three hours in a humanities elective, three hours of general psychology, three hours of general sociology, and three hours in a social sciences elective. Applicants with an associate's degree in nursing may be admitted conditionally pending completion of any identified deficiencies in these courses; diploma program graduates must have completed the coursework prior to admission to the program. Applicants lacking this credit are encouraged to take the College Level Examination Program (CLEP) tests in these areas. These examinations are administered at various institutions of higher education throughout the Chicago metropolitan area.
3. Successfully complete the Competency Assessment for Admission Test (CAAT) with a standard score of 53 (66th percentile) on the Test of Clinical Nursing Knowledge Base and a standard score of 23 (66th percentile) on the Test of Clinical Nursing Skills. These tests will be administered through the Division of Nursing.
4. Be currently licensed as a registered nurse in the state of Illinois.
5. Have a minimum of two years experience as a registered nurse within the past five years, or have graduated from an approved associate's degree program or diploma school of nursing within the last two calendar years.
6. Carry current nursing malpractice liability insurance.

Applicants with credentials from countries other than the U.S. must have their credentials evaluated through the Office of Admissions to determine eligibility for admission. These applicants will be required to take and pass the Test of English as a Foreign Language (TOEFL) with a score of 500 or above.

Applicants must assume all responsibility for fees associated with testing. All credentials must be submitted to the Office of Admissions. No applicant can be fully admitted to the major until all required credentials are on file in the Office of Admissions.

## DEGREE REQUIREMENTS

In addition to university requirements, a student must earn a grade of "C" or better in all nursing courses. A student may repeat a nursing course only once. If a nursing course is failed twice, the student is academically dismissed from the degree program.

### Core Requirements

		Lower Division Nursing Coursework.....	26
NURS	304	Nursing: Concepts and Processes.....	3
NURS	311	Nursing: The Collaborative Role.....	3
NURS	320	Nursing: Teaching Clients/Families.....	3
NURS	330	Nursing: Health Assessment.....	5
NURS	410	Nursing: Principles of Management of Client/Patient Care.....	3
NURS	420	Nursing: Care in Distributive Settings.....	7
NURS	430	Nursing: Care in Episodic Settings.....	7
NURS	440	Nursing: Senior Seminar and Practicum.....	4

## Additional Requirements

59

		English Composition and Rhetoric.....	6
		Humanities.....	3
		General Psychology.....	3
		General Sociology.....	3
		Social Science.....	3
		Anatomy and Physiology.....	4
		Microbiology.....	4
		General Chemistry.....	4
		Organic Chemistry.....	4
BIOL	444	Physiologic Systems I.....	2
BIOL	445	Physiologic Systems I Laboratory.....	1
BIOL	446	Physiologic Systems II.....	2
BIOL	447	Physiologic Systems II Laboratory.....	1
PHIL	386	Logic.....	3
HLAD	325	Health Care Organization.....	3
ANTH	310	Cultural Anthropology.....	3
STAT	468	Statistics.....	3
PSYC	560	Research Methodology.....	3
CHEM	544	Biochemistry: Lecture.....	3
CHEM	545	Biochemistry: Laboratory.....	1

## Electives

6

(At least three hours must be in liberal education courses.)

## Total

126

## Social Work

The social work major prepares students for entry level employment in various social work and social welfare positions. The student is equipped with an interdisciplinary foundation which taps disciplines such as communication, sociology, psychology, economics, political science, research methods, anthropology, and history. While the curriculum is designed to provide the necessary requirements for a basic foundation, there is also an opportunity for social work students to explore individual areas of interest such as gerontology, corrections, or child welfare through their choice of electives.

Students in social work may select a concentration in alcoholism sciences which prepares them to deal with the many manifestations of the abuse of alcohol in our society. The problems associated with the disease of alcoholism are present in virtually all arenas of social work and the individual who has studied this disease will be equipped to confront these problems directly in professional practice. Students selecting this concentration are required to complete a supervised field practicum in an alcoholism treatment agency.

## RECOMMENDED PREPARATION

Prior to admission, students should have completed the following 39 hours of lower division coursework in order to graduate with 120 hours: six hours of English composition, three hours of oral communication, six hours of mathematics and science, six hours of arts and humanities, and three hours each in American history, cultural or social anthropology, general psychology, macroeconomics, political science (American government) and general sociology. Deficiencies must be completed during the first three trimesters of enrollment.

## DEGREE REQUIREMENTS

In addition to university requirements, students must complete an approved 400 clock-hour field practicum.

<b>Core Requirements</b>		<b>46</b>
SOCW 320	Fields of Welfare Services . . . . .	3
SOCW 340	Social Policy . . . . .	3
SOCW 355	Theories of Social Work Practice . . . . .	3
SOCW 530	Urban Dynamics . . . . .	3
SOC 430	Sociology of Racism . . . . .	3
SOCW 445	Methods of Social Casework . . . . .	3
STAT 468	Statistics . . . . .	3
SOCW 420	Community Organization . . . . .	3
SOCW 450	Social Groupwork . . . . .	3
SOCW 565	Teamwork in Organizations . . . . .	3
COMS 420	Communication Research . . . . .	3
SOCW 460	Proseminar in Social Work I . . . . .	2
SOCW 350	Social Work Perspectives on Human Behavior . . . . .	3
SOCW 468	Proseminar in Social Work II . . . . .	2
SOCW 490	Practicum in Social Work . . . . .	6
<b>Additional Requirements</b>		<b>48</b>
<i>Lower Division</i>		
	Oral Communication . . . . .	3
	English Composition . . . . .	6
	Mathematics and Science . . . . .	6
	Arts and Humanities . . . . .	6
	Complete 18 hours by taking the following introductory social science courses:	
	American History . . . . .	3
	Cultural or Social Anthropology . . . . .	3
	General Psychology . . . . .	3
	Macroeconomics . . . . .	3
	Political Science (American Government) . . . . .	3
	General Sociology . . . . .	3
<i>Upper Division</i>		
	Select at least nine hours from among the courses listed below or others within the university with advisor approval:	
SOCW 459	Social Work and the Law . . . . .	3
SOCW 570	Social Work in Health Care . . . . .	3
SOCW 575	Social Services for Children . . . . .	3
SOCW 590	Social Work Practice with Minorities . . . . .	3
SOCW 595	Management and Supervision in the Human Services . . . . .	3
<b>Electives</b>		<b>26</b>
<b>Total</b>		<b>120</b>

## Alcoholism Sciences Concentration

### DEGREE REQUIREMENTS

In addition to university requirements, students must complete an approved 400 clock-hour field practicum.

<b>Core Requirements</b>		<b>46</b>
(See Social Work.)		
<b>Concentration Requirements</b>		<b>15</b>
ALC 500	Substance Abuse: Current Concepts.....	3
ALC 501	Alcohol and Subcultures.....	3
ALC 505	Alcoholism: The Recovery Process.....	3
ALC 515	Alcoholism: Self-Help Groups.....	3
ALC 518	Alcoholism: A Systems Approach.....	3
<b>Additional Requirements</b>		<b>39</b>
<i>Lower Division</i>		
	Oral Communication.....	3
	English Composition.....	6
	Mathematics and Science.....	6
	Arts and Humanities.....	6
Complete 18 hours by taking the following introductory social science courses:		
	American History.....	3
	Macroeconomics.....	3
	Cultural and Social Anthropology.....	3
	Political Science (American Government).....	3
	General Psychology.....	3
	General Sociology.....	3
<b>Electives</b>		<b>20</b>
<b>Total</b>		<b>120</b>



## Board of Governors Degree Program

### Bachelor of Arts (B.A.)

Governors State University, in cooperation with the four other universities which comprise the Board of Governors system, offers a unique program designed to meet the needs of mature adults with job and family commitments who wish to complete an undergraduate degree. A major characteristic of the program is the recognition that many adults through their personal and professional experiences have acquired a large amount of learning. The program is designed to assess the adult learner's experience and to equate it to academic credit where appropriate.

The Board of Governors system-wide program was the recipient of the Theodore G. Mitau award in 1982. The award was given by the American Association of State Colleges and Universities which chose the program as one of the top six innovative programs offered at state institutions throughout the United States. The Governors State program, established in 1973, has enrolled more than 3,200 students and has graduated more than 1,100 students.

The individualized and flexible program permits the student to use regular Governors State University courses, transfer credits from regionally accredited institutions, independent study courses through correspondence, telecourses, and extension courses taught at several sites. The student is also given the option of applying for academic credit through the preparation of a prior learning portfolio which documents specific prior learning gained through nonacademic pursuits and experiences. University faculty evaluate and recommend credit for prior learning. Students are also encouraged to use proficiency examinations such as the College Level Examination Program (CLEP) and the American College Testing Program Proficiency Examination Program (ACT-PEP) as an alternate method to acquire prior nonacademic learning credit.

### ADMISSION REQUIREMENTS

The admission process begins by submitting an undergraduate application for admission, approved by the BOG office, to the Office of Admissions prior to the application and credential deadline for the term in which enrollment is desired. Students are admissible to the program on a first-come, first-served basis if they have a total of 60 semester hours of academic work from a regionally accredited institution or the equivalent which may include credit for prior nonacademic learning. The student must request official transcripts from all previous institutions attended, which reflect all coursework attempted and earned, including grades. These transcripts should be forwarded to the Office of Admissions. If a student has left a previous college for academic reasons, he/she may not be admitted to the Board of Governors Degree Program for six months following the academic suspension (dismissal). If assessment of prior experiential learning is required for admission, portfolio materials should be submitted directly to the BOG office.

### DEGREE REQUIREMENTS

Prior to graduation with a Board of Governors Bachelor of Arts Degree, students must meet the following requirements:

Students must have earned:

- 120 total credit hours or equivalent;
- 40 credit hours or equivalent at the upper division (junior-senior) level;
- 15 credit hours at one Board of Governors university, or from a combination of Board of Governors universities;
- 12 credit hours each in social science, natural science/mathematics, and humanities earned in any combination or under any approved method.

Additional requirements include a "C" (2.0) overall grade point average with a "C" or better grade in any coursework taken after admission to the degree program. Students must meet the requirements of the university competency testing policy and a U.S. and Illinois Constitution testing requirement.

Governors State University offers undergraduate courses for BOG/B.A. students at diverse sites throughout the Governors State service region. In addition, independent study courses and telecourses are available in a variety of subjects.

Students may obtain additional information from the BOG Degree Program Office. Prospective students who have not completed 60 semester hours of college work, and who are applying for admission on the basis of credit for prior experiential learning or credit based on proficiency examination scores, should contact the BOG program staff at least six months before their desired term of admission. These students must attend a special seminar which provides directions in preparing the prior learning portfolio. The seminar is offered each trimester.



# Graduate Studies



Graduate education is the pursuit of knowledge and the means to knowledge at an advanced level. Graduate education is distinct and different from basic levels of education both in kind and in degree. It demands of students greater intellectual maturity and autonomy, a deeper responsibility for their own learning, more intense study, and the mastery of different and more complex skills. An earned graduate degree is a distinction. Award of the degree symbolizes both the student's accomplishment and the university's endorsement. A student may judge his or her own achievement, but the university must decide what it will or will not endorse. More specifically, graduate education imposes the following obligations.

A student receiving a master's degree must have demonstrated:

- an in-depth knowledge of significant theories, issues and findings, and mastery of appropriate skills, within a specific discipline;
- the ability to apply such knowledge and skills;
- the ability to read, interpret, and evaluate research literature and to relate results to selected areas of interest;
- the ability to analyze problems and to critique attempted solutions, especially within the student's own discipline;
- the ability to integrate knowledge from a variety of disciplines;
- the ability to design and implement a research, scholarly, or creative project; and
- the ability to communicate scholarly thought to professional colleagues through writing and discussion.

## GRADUATE STUDENT STATUS

There are three categories of graduate students:

**Graduate Students-at-Large** are those who have earned a bachelor's degree and are taking courses but not pursuing a graduate degree in a specific major at the time of admission. No more than 15 credit hours taken as a graduate student-at-large shall be transferrable toward the requirements of any degree program and such transfer will be subject to the degree requirements in effect at the time of admission to the specific major. Graduate students-at-large may not take graduate level courses designated as reserved for master's degree candidates only.

**Graduate Degree-Seeking Students** are those who meet the established admission requirements of the university and college as well as those for the specific master's degree sought. Admission to a graduate major does not carry with it, nor guarantee, admission to degree candidacy in the major.

**Master's Degree Candidates** are those degree-seeking students who have: completed an approved graduate study plan, completed the specified programmatic requirements, applied for and been admitted to candidacy, and have had the date of program approval filed with the Registrar's Office for inclusion in the candidate's academic record.

## MASTER'S FINAL PROJECT

A master's degree candidate shall prepare a thesis or project, do a practicum/internship, or in some other way demonstrate an integration of his/her work (as described below) that is accepted by a committee of three approved faculty. Each major shall provide students a copy of detailed procedures and specify appropriate manuals of style for the final project alternatives required in the major.

Final alternatives will vary by major; however, each major shall require one or more of the following:

**The master's thesis** must present evidence of (a) a thorough review and understanding of the literature germane to the subject, (b) the ability to do independent research, and (c) the preparation of a manuscript which conforms to generally recognized standards of scientific and scholarly writing in the discipline.

**The master's project** is a sustained work that intellectually supports the degree program but which may not be, in its entirety, a written document (thesis) nor an internship (for example, creative projects in the fine and performing arts). However, it must provide evidence of the ability and effort to carry out a major application of theory or advanced methods relative to master's level work in the profession or discipline.

**The graduate practicum/internship** is designed to provide an important and new learning experience to the student that is in some way complementary to the academic coursework which it follows. The practicum/internship should provide an opportunity for the student to evaluate the relevance of theoretical and academic perspectives in the professional field.

**Additional study and examinations**, one or more graduate-only (numbered 800-999) courses and comprehensive examinations, may be designated as a master's final project alternative.



## GRADUATE DEGREE PROGRAMS OFFERED

Major	Degree Offered	College
Alcoholism Sciences	Master of Health Sciences (M.H.S.)	Health Professions
Analytical Chemistry	Master of Science (M.S.)	Arts & Sciences
Art	Master of Arts (M.A.)	Arts & Sciences
Business Administration	Master of Business Administration (M.B.A.)	Business & Public Administration
Communication Disorders	Master of Health Science (M.H.S.)	Health Professions
Counseling	Master of Arts (M.A.)	Education
Education	Master of Arts (M.A.)	Education
Educational Administration and Supervision	Master of Arts (M.A.)	Education
English	Master of Arts (M.A.)	Arts & Sciences
Environmental Biology	Master of Science (M.S.)	Arts & Sciences
Health Administration	Master of Health Administration (M.H.A.)	Health Professions
Health Professions Education	Master of Health Science (M.H.S.)	Health Professions
Instructional and Training Technology	Master of Arts (M.A.)	Arts & Sciences
Intercultural Studies	Master of Arts (M.A.)	Arts & Sciences
Interpersonal Communication	Master of Arts (M.A.)	Arts & Sciences
Media Communications	Master of Arts (M.A.)	Arts & Sciences
Multicategorical Special Education	Master of Arts (M.A.)	Education
Music	Master of Arts (M.A.)	Arts & Sciences
Nursing	Master of Science in Nursing (M.S.N.)	Health Professions
Public Administration	Master of Public Administration (M.P.A.)	Business & Public Administration
School Counseling	Master of Arts (M.A.)	Education
School Psychology	Master of Arts (M.A.)	Education
Social Sciences	Master of Arts (M.A.)	Arts & Sciences

## College of Arts and Sciences

Analytical Chemistry (M.S.)  
 Art (M.A.)  
 English (M.A.)  
 Environmental Biology (M.S.)  
 Instructional and Training Technology (M.A.)  
 Intercultural Studies (M.A.)  
 Interpersonal Communication (M.A.)  
 Media Communications (M.A.)  
 Music (M.A.)  
 Social Sciences (M.A.)

The graduate curricula of the College of Arts and Sciences provide a variety of opportunities for students seeking career advancement or personal enrichment. In general, the curricula consist of a combination of advanced coursework and research. Students have the opportunity to work closely, both in the classroom and on their research, with faculty who have distinguished records as teachers and scholars.

The college's facilities include a visual arts gallery, a photographic gallery, music studios, art studios, a photographic studio, a film studio, and a recital hall. Communication students have access to the university's professional color television studios and audio facilities. The science division features hands-on experience with scientific instrumentation and a variety of facilities such as chemistry laboratories, biology laboratories, plant growth chambers, a greenhouse, and field equipment including a mobile laboratory. In addition to the other university computer facilities, the college has a microcomputer laboratory for advanced studies and research.

Students in the College of Arts and Sciences also benefit from the numerous events sponsored by the college during the year in its role as a regional cultural resource. Speakers, performers, and artists who come to the campus for these events frequently visit classes and/or hold special workshops, clinics, or discussions open to students in their fields.

Advanced students in music perform as soloists and in the college's jazz, electronic, symphonic, and choral groups. Art and photography students have opportunities to exhibit their work. Students in other majors present research papers both on and off campus and participate in the various workshops, symposia, and conferences sponsored by the college. Social sciences and communication students are able to draw upon the diversity of the entire Chicago metropolitan region in their research, learning experiences, and application of their knowledge to occupational settings. These experiences enrich the intellectual life of the university and provide stimulating challenges for its graduate students.

### General Admission and Degree Requirements

All applicants must meet university admission and degree requirements. (See "Admission" and "Degree Requirements" sections.)

### Specific Major Requirements

Following are detailed requirements for all the graduate majors in the College of Arts and Sciences. Some majors have special admission requirements in addition to university requirements. The major admission requirements are noted where they apply. The specific degree requirements for each major are noted as well.

## Analytical Chemistry

The Master of Science degree in analytical chemistry prepares students for employment as analytical chemists in a wide range of public and private laboratories that specialize in the application of wet chemical and instrumental procedure to problem solving. This graduate major is designed to build upon an undergraduate background in chemistry or related field, providing a theoretical base in analytical chemistry while emphasizing practical experience with analytical instrumentation. Hands-on experience with instrumentation is the focus of the curriculum and is its most important asset. The curriculum also has a biochemistry component, recognizing the importance of future genetic engineering technology and the analytical techniques that will need to be developed.

In this curriculum, a student may choose a non-thesis or thesis option. In the non-thesis option a student completes coursework in an area of interest (e.g., computer science, science education) in addition to completing a master's project in conjunction with a faculty advisor. This option would be appropriate for secondary science teachers who desire to strengthen their background in chemistry and the teaching of science.

In the thesis option, a student completes a master's project, usually related to a faculty advisor's research, prepares a formal thesis manuscript, and presents the study in a seminar. The thesis option would be appropriate for students who have focused research interests or who intend to pursue doctoral study.

Faculty research interests range widely and include topics such as photochemistry, spectrochemistry, trace analysis of organic pesticides, chromatography and G.C./Mass Spectrometry, electrochemistry, analysis of metals in the environment, water analysis, biochemistry of the cell cycle, atmospheric analysis and physics, and particular aspects of science education.

### RECOMMENDED PREPARATION

While an undergraduate major in chemistry or environmental chemistry is strongly recommended, students without a chemistry background may enroll in the major but must complete the following prerequisite undergraduate coursework as early as possible during graduate study: four hours in Analytical Chemistry (CHEM31A) with lab (CHEM31B), eight hours in Physical Chemistry I and II (CHEM 366, CHEM 368) with Labs (CHEM 367, CHEM 369), eight hours in Organic Chemistry I and II (CHEM 322, CHEM 522) with Labs (CHEM 323, CHEM 523), three hours in Biochemistry (CHEM 544), three hours in Statistical Methods (STAT 520), and three hours in Computer Programming: BASIC (CPSC 320).

### DEGREE REQUIREMENTS

#### Core Requirements

CHEM 622	Chromatography	3
CHEM 623	Chromatography Laboratory	1
CHEM 666	Spectrochemistry	3
CHEM 667	Spectrochemistry Laboratory	2
CHEM 744	Analytical Biochemistry	2
CHEM 745	Analytical Biochemistry Laboratory	1
CHEM 822	Gas Chromatography/Mass Spectrometry	3
CHEM 862	Photochemistry	3
CHEM 866	Chemical Equilibrium Theory	3
CHEM 867	Chemical Equilibrium Theory: Laboratory	1

#### Additional Requirements

MATH 61A	Treatment of Experimental Data	3
----------	--------------------------------	---

10 or 18



Select three hours from among:

CHEM	555	Electrochemistry	2
CHEM	556	Electrochemistry Laboratory	1
CHEM	566	Radiochemistry	2
CHEM	567	Radiochemistry Laboratory	1

Select one of the following options:

*Thesis Option:*

CHEM	890	Graduate Thesis/Project	3
CHEM	899	Thesis Presentation in Chemistry	1

*Non-Thesis Option:*

CHEM	890	Graduate Thesis/Project	3
Plus nine hours additional coursework as approved by degree committee			9

Total with thesis option  
with non-thesis option

32  
40

## Art

The graduate major in art is focused around a core so that students are able to obtain specific training within one of the four areas of specialization: painting/drawing; print-making/design; sculpture; and art history (Western and non Western). Also included in the core are requirements for a master's project which, depending on one's area of specialization, will result in either a show or an historical thesis. The remaining courses in the graduate major are chosen within a specific area of specialization with the advisor's guidance.

### SPECIAL ADMISSION REQUIREMENTS

Besides meeting university criteria, applicants must: (1) have an undergraduate major in one of the humanities; and (2) have submitted a proposal, acceptable to the degree program advisor, that outlines academic goals with supporting rationale and plan of study and includes examples of previous work (e.g., sculptures, research papers, drawings, prints, or paintings, etc.). Students will not be admitted to the art major until the proposal reflecting potential for graduate work has been approved by the degree program advisor.

### DEGREE REQUIREMENTS

<b>Core Requirements</b>			<b>15</b>
ART	517	Art Since 1945	3
ART	805	Art and Society	3
ART	810	Studies in Art	3
ART	820	Art Seminar	3
ART	890	Graduate Thesis/Project	3
<b>Additional Requirements</b>			<b>17</b>
Select at least three hours in art history from among:			
ART	523	Pre-Columbian Art	3
ART	527	African Art	3
ART	530	Non-Western Art Seminar	3
Select 14 hours from one of the following four areas:			
<i>Painting and Drawing</i>			
ART	501	Drawing: Life Study	2-4
ART	555	Painting Composition	2-3
ART	558	Painting and Drawing Composition	2-3
ART	561	Painting: Development of a Theme	2-4
ART	563	Painting: Special Problems	2-4
ART	855	Graduate Painting Composition	2-3

		<i>Printmaking/Design</i>	
ART	860	Graduate Printmaking	2-4
ART	571	Printmaking Processes (Lithography/Serigraphy)	3-4
ART	573	Printmaking Intaglio, Black-White/Color Woodcut	3-4
ART	50A	Graphic Design Production	3
ART	50B	Graphic Design I	3
ART	50C	Graphic Design II	3
ART	51A	Graphic Design Processes (Illustration/Typography)	3
ART	581	Printmaking: Advanced Studio	2-4
		<i>Sculpture</i>	
ART	531	Sculpture: 3-D Design in Fabrication Process	3
ART	533	Sculpture: Fiber, Clay, Metal	3
ART	535	Sculpture: Metal I	2-4
ART	539	Sculpture: Advanced Metal Workshop II	2-4
ART	541	Sculpture: 3-D Wood	2-4
ART	543	Sculpture: Ceramics	3
ART	545	Sculpture: Advanced Figure Modeling	3
ART	86A	Sculpture: Graduate Studio	2-4
		<i>Art History</i>	
PHOT	500	History of Photography	3
ART	514	American Art: The Folk Traditions	3
ART	516	Modern Art: Great Artists	3
ART	518	Women Artists	3
ART	519	20th Century Art and Architecture	3
ART	520	Western Art Seminar	3
ART	521	Art of the South Pacific	3
ART	523	Pre-Columbian Art	3
ART	525	Art of First Americans (American Indians)	3
ART	527	African Art	3
ART	530	Non-Western Art Seminar	3

Total

32

## English

The master's degree in English leads to a concentrated knowledge and understanding of civilization and culture as manifested in literature. The curriculum explores and analyzes major works in their critical contexts, their social origins and implications, and their differing cultural, historical, and philosophical perspectives. The student gains not only a comprehensive grasp of great literature in English, but also a variety of skills that can be applied to changing personal and societal conditions. The study of English is designed to impart to the student abilities that transcend any narrow specialization or particular career preparation. The program enriches the lives and improves the work of those who undertake it.

### SPECIAL ADMISSION REQUIREMENTS

Besides meeting university criteria, applicants must have an undergraduate major in English literature, language, linguistics, or a related field.

### RECOMMENDED PREPARATION

Students without the following undergraduate prerequisite coursework will be required to complete any deficiencies as early as possible during graduate study: three hours in Survey English Literature I, three hours in Survey English Literature II, three hours in American Literature I, three hours in American Literature II, and three hours in Shakespeare I or II. Completion of deficiencies is required in addition to graduate degree requirements noted.

## DEGREE REQUIREMENTS

<b>Core Requirements</b>			<b>24</b>
ENGL	510	Major English Authors	3
ENGL	520	Major American Authors	3
ENGL	590	Research Techniques	3
ENGL	845	Seminar in English Literature	3
ENGL	850	Seminar in American Literature	3
ENGL	840	Seminar: Philosophy in Literature	3
PHIL	533	Aesthetics and Literary Criticism	3*
ENGL	890	Graduate Thesis/Project	3
<b>Additional Requirements</b>			<b>9</b>
Select three hours from among:			
ENGL	512	Black Literature I: 1760 to 1900	3
ENGL	513	Black Literature II: 1900 to 1941	3
ENGL	541	Chinese Culture: Language and Literature	3
ENGL	532	Literature of Immigrant Children	3
Select three hours from among:			
ENGL	535	Literature and History	3
ENGL	540	Bible as Literature in Social Context	3
ENGL	560	Philosophical Themes in Contemporary Literature	3
Select three hours from among:			
ENGL	545	Counter-propaganda	3
ENGL	592	Historical Studies in the English Language	3
EGED	516	Language: Teaching and Learning	3
<b>Total</b>			<b>33</b>

NOTE: \*If this course has been taken previously at GSU, then three hours of graduate research in literary criticism (ENGL 870) will be substituted.

## Environmental Biology

The Master of Science degree in environmental biology prepares students as professional biologists with a strong environmental focus. The curriculum also is of interest to certified secondary school biology teachers who wish to develop an environmental focus. Required courses cover the spectrum of environmental biology from physiological and behavioral science to community ecology, while at the same time emphasizing the applied aspects of these disciplines. Students are trained in the application of quantitative methods and in the design of field projects and laboratory study.

In this curriculum, a student may choose a non-thesis or thesis option. In the non-thesis option a student completes coursework in an area of interest (e.g., computer science, science education) in addition to completing a master's project in conjunction with a faculty advisor. This option would be appropriate for secondary science teachers who desire to strengthen their background in biology and the teaching of science.

In the thesis option, a student completes a master's project, usually related to a faculty advisor's research, prepares a formal thesis manuscript, and presents the study in a seminar. The thesis option would be appropriate for students who have focused research interests or who intend to pursue doctoral study.

Faculty research interests range widely and include topics such as loon behavior, resource partitioning in aquatic communities, forest ecology, rodent population dynamics, avian physiology, peat formation in the Okefenokee Swamp, and particular aspects of science education. Graduates are qualified to assume a variety of professional roles in private or public environmental agencies, secondary schools, or to pursue advanced graduate studies.

### RECOMMENDED PREPARATION

While an undergraduate major in biology or a related field is strongly recommended, students without a biology background may enroll in the major but must complete the following prerequisite undergraduate coursework as early as possible during graduate study: three hours of Ecology: Basic Principles (BIOL322), four hours of Animal Physiology (BIOL450) with lab (BIOL45A), three hours of Ecology of Animal Behavior (BIOL455), four hours of Plant Physiology (BIOL460) with lab (BIOL461), and three hours of Statistical Methods (STAT520). Prior coursework in human physiology may substitute for the animal physiology requirement. A course in computer science is strongly recommended as well as one year each of biology, general chemistry and organic chemistry.

### DEGREE REQUIREMENTS

#### Core Requirements

BIOL	620	Ecological Methods	2
BIOL	621	Ecological Methods Laboratory	1
BIOL	632	Aquatic Ecology	2
BIOL	633	Aquatic Ecology Laboratory	1
BIOL	655	Animal Behavior Field Studies I	3
BIOL	666	Plant Microenvironments	2
BIOL	667	Plant Microenvironments Laboratory	1
BIOL	740	Comparative Animal Physiology	2
BIOL	74A	Comparative Animal Physiology Laboratory	1
BIOL	822	Population Biology	4
BIOL	855	Experimental Design for Laboratory and Field	3

Select three hours from:

BIOL	755	Field Studies: Animal Ecology	3
BIOL	766	Field Studies: Plant Ecology	3

#### Additional Requirements

7 or 15

Select one of the following options:

#### Thesis Option:

BIOL	890	Graduate Thesis/Project	4
BIOL	899	Thesis Presentation in Biology	1

Select two hours from:

BIOL	856	Seminar in Animal Ecology	2
BIOL	866	Seminar in Plant Ecology	2

#### Non-Thesis Option:

BIOL	856	Seminar in Animal Ecology	2
BIOL	866	Seminar in Plant Ecology	2
BIOL	890	Graduate Thesis/Project	2
Plus nine hours additional coursework as approved by degree committee			9

Total with thesis option  
with non-thesis option

32  
40

## Instructional and Training Technology

The instructional and training technology major is designed specifically for students who wish to obtain new or additional skills in: designing and developing training courses and materials, developing human resources, or producing the media component of training courses and materials. The major emphasizes the application of these skills in the private sector—business, industry, consulting firms, adult learning centers, continuing health education and other settings.

The courses were designed in consultation with trainers, human resource developers, and instructional developers representing twenty-eight Chicago-based businesses and industries. Internships for qualified students are available with a variety of metropolitan Chicago firms.

### RECOMMENDED PREPARATION

An undergraduate major in one of the following fields is recommended: business, education, media, audiovisual, communications, English, psychology, or liberal arts.

### DEGREE REQUIREMENTS

#### Core Requirements

I&TT	510	Introduction to Instructional and Training Technology	1
I&TT	520	Training Product Design	3
I&TT	815	Training Techniques	3
I&TT	825	Research in Instructional and Training Technology	3
I&TT	847	Evaluation/Cost Benefit Analysis in Instructional and Training Technology	3
I&TT	856	Consulting and Teamwork in Instructional and Training Technology	3
I&TT	860	Seminar: Instructional and Training Technology in Business	1
I&TT	891	Instructional and Training Technology Master's Project I	2
I&TT	892	Instructional and Training Technology Master's Project II	2
I&TT	880	Internship	1

#### Additional Requirements

Select at least 14 hours from the following courses based upon the student's interests, needs, and career goals; subject to approval of advisor.			14
I&TT	810	Training Course Development	3
I&TT	820	Principles of Message Design	3
I&TT	852	Solving Performance Problems	3
I&TT	755	Computers in Training and Education	3
COMS	650	Organizational Communication, Change and Development	3
I&TT	830	Television for Training and Instruction	3
I&TT	858	Project Management in Instructional and Training Technology	3
I&TT	840	Evaluating HRD Systems	3
I&TT	843	Managing HRD Systems	3
PHOT	520	Photography for Instructional Support	3
MCOM	539	Advanced Color Television Production	4
MCOM	535	Television: Remote Control Techniques	3
MCOM	730	Television Directing	4
I&TT	61A	Career Development	3

**Total**

## Intercultural Studies

The graduate major in intercultural studies enables students to develop the modeling, predictive and planning skills essential for leadership in problem areas related to ethnic/racial, refugee/migrant and other intercultural exchanges. The curriculum is interdisciplinary and comparative, includes study in political science and policy analysis, and combines anthropological techniques in problem-solving and visualization with analytical methods from economics and political science. Graduates are prepared for: advancement within their chosen careers, continued study toward a doctorate or law degree, or employment in a variety of people-oriented careers resulting from technological advances in organizations.

### RECOMMENDED PREPARATION

An undergraduate major in political science, anthropology, economics, sociology, history, international studies, black studies, or Latin American studies is strongly recommended.

Students not having an undergraduate major in one of these fields may be required to take prerequisite coursework. Such prerequisite requirements will be based upon an individual evaluation of previous educational experience.

### DEGREE REQUIREMENTS

#### Core Requirements

ANTH	80A	Visual Models in Anthropology	3	21
ICS	810	Seminar: Comparative Research Methods	3	
POLS	815	Seminar: Politics and Society	3	
POLS	840	Seminar: Comparative Political Systems	3	
ICS	830	Seminar: Comparative Race Relations	3	
ENGL	835	Seminar: Social Novel	3	
ICS	890	Graduate Thesis/Project	3	

#### Additional Requirements

ICS	530	Third World Conference	3	12
Select three hours from:				
ENGL	514	Black Literature III: 1941 to Present	3	
ENGL	820	Critical Analysis: Latin American Literature	3	
Select three hours from among:				
POLS	542	Seminar: Social Change and Public Policy	3	
ICS	845	Seminar: International Law and Organization	3	
POLS	810	Seminar: Labor Force Participation	3	
Select three hours from among:				
ICS	535	Third World in Perspective	3	
ICS	541	Ethnicity, Culture and Politics	3	
ICS	825	Seminar: Comparative Urbanization	3	

**Total**

**33**

## Interpersonal Communication\*

The graduate degree program emphasizes an in-depth, specialized understanding of communication theories and research, as well as applications and skills pertinent to various careers in social and professional situations. Beyond the core requirements, the program is adapted to the student's individual needs and academic background. Each student plans a program in consultation with an advisor and may enhance or develop communication knowledge and applications in such career areas as government,



education, personnel management (administration), advertising, marketing/sales, public relations, counseling/health care and related helping professions. The program also prepares students for further graduate study in communication.

\*Note: At the time of publication, a request was pending to change the title of this major to: "Communication Studies."

#### RECOMMENDED PREPARATION

While admission to the major does not require an undergraduate major in communication or a related field, students must have demonstrable competence in oral and written communication skills. Students who have not taken Concepts in Communication (COMS310) and Communication Research (COMS420) or equivalents must take these courses in addition to the degree requirements listed below.

#### DEGREE REQUIREMENTS

Core Requirements		19
COMS 810	Communication Theory	3
COMS 820	Graduate Communication Research	3
COMS 635	Interpersonal Communication	3
COMS 650	Organizational Communication, Change and Development	3
COMS 860	Communication Training	3
Select four hours from:		
COMS 880	Internship	4
COMS 890	Graduate Thesis/Project	4
Additional Requirements		13
In consultation with advisor, select at least 13 hours from advanced communication courses or other courses outside the major that will serve to enhance or develop knowledge and applications related to the student's career area or personal interests.		13
Total		32

## Media Communications

The graduate major in media communications is unique in the Chicago area for its balance of theory and aesthetics/criticism with specialized professional and production course sequences in television, film, photography and print journalism. The curriculum is appropriate to working professionals and is also responsive to the needs of teachers, community leaders and others desiring to better understand the processes of media and their impact upon our lives.

Graduate Seminars in contemporary issues are an essential ingredient of study and are designed to explore the current concerns and theories of the discipline. Students may include advanced production or graduate research in their individualized study plans.

#### RECOMMENDED PREPARATION

Admission to the graduate major in media communications does not require a specific undergraduate major. However, students should have completed the following prerequisite coursework: (1) MCOM420 Media and Society, or the equivalent; and either (2) undergraduate production coursework or (3) COMS420 Communication Research, or the equivalent. Students not having completed the appropriate undergraduate prerequisite coursework must complete the necessary prerequisites in addition to other degree requirements listed and before enrolling in the corresponding graduate courses.

## DEGREE REQUIREMENTS

In addition to university requirements, students must maintain a "B" grade point average in the core requirements. Students electing to take the additional 11 hours of coursework in lieu of a master's project must successfully pass a comprehensive examination administered by a three-member graduate committee.

Core Requirements			24 or 32
MCOM	803	Contemporary Issues	3
MCOM	830	Graduate Seminar in Media Communications	3
Select at least three hours from among:			
		Advanced Level Production Course	3
COMS	820	Graduate Communication Research	3
MCOM	880	Internship	3,4
Select at least six hours from among:			
MCOM	550	Newswriting and Reporting	3
MCOM	530	Television Production	4
MCOM	539	Advanced Color Television Production	4
MCOM	651	Investigative and Specialized Reporting	3
MCOM	630	Writing for Radio and Television	3
MCOM	631	Writing for Film/Video	3
MCOM	590	Media Team Field Project	4
PHOT	740	Photographic Portfolio	3
MCOM	730	Television Directing	4
MCOM	535	Television: Remote Color Techniques	3
MCOM	580	Chicago Media Laboratory	2
MCOM	595	Media Production Practicum	2,4
MCOM	840	Graduate Film/Video Production I	1,4
MCOM	841	Graduate Film/Video Production II	1,4
Select at least three hours from among:			
PHOT	500	History of Photography	3
PHOT	555	Documentary Photography	3
MCOM	540	Film Seminar	3
MCOM	640	Film and Filmmakers I	2
MCOM	641	Film and Filmmakers II	2
MCOM	555	Broadcast Journalism	3
MCOM	556	Urban Journalism	3
MCOM	750	Feature and Review Writing	3
MCOM	542	Film and Television Documentary	3
PHOT	560	Photographic Equivalence Studies	3
Select at least three hours from among:			
MCOM	760	Mass Media and Politics	3
MCOM	510	Theory and History of a Free Press	2
MCOM	505	Media Symposium	2
MCOM	610	Media Communications Law	3
MCOM	765	Topics in Popular Culture	2
MCOM	567	Children and Television	3
MCOM	560	Women in the Media	3
COMS	810	Communication Theory	3
PHOT	860	Photographic Criticism	3
MCOM	870	Graduate Research	1,3
Select one route:			
MCOM	890	Graduate Thesis/Project	3
or			
An additional 11 hours of coursework in media communications and the successful completion of a comprehensive examination. These additional hours are to include at least three hours of graduate-only credit			11

<b>Additional Requirements</b>	<b>8</b>
Select eight hours from at least two of the following fields: interpersonal communication, social sciences, arts and humanities, science or mathematics, business or public administration, or instructional and training technology	8
<b>Total with Thesis/Project with additional coursework</b>	<b>32</b>
	<b>40</b>

## Music

The graduate music core consists of requirements in theory, performance, applied studies and music history. Students can use the remaining hours required for graduation to focus their studies in theory/composition, pedagogy and methods, and/or performance. All students are required to complete a master's project, the form of which is determined by the programmatic focus—recital, research project, historical study, pedagogical study, etc. In addition to various recitals and concerts annually presented by the university's student organizations and individual students, the major also sponsors performances by the university string quartet, the faculty jazz quartet, solo faculty recitals and performances by guest artists.

### SPECIAL ADMISSION REQUIREMENTS

Besides meeting university criteria, applicants must: (1) have earned an undergraduate major in music from a regionally accredited college or university; (2) have an undergraduate GPA of 3.0 on a 4.0 scale for all coursework in the music major; (3) complete a performance audition and receive a quality rating of "B" or better from the music audition committee (This audition is used to determine placement in performance groups.); and (4) successfully pass a music theory examination administered by GSU prior to the first registration. (This examination is used for placement in theory courses.)

### DEGREE REQUIREMENTS

<b>Core Requirements</b>	<b>21</b>
MUS 578 Counterpoint/Form	4
MUS 804 Black Composers	3
MUS 810 20th Century Music History II	2
MUS 811 20th Century Music History III	2
MUS 830 Graduate Research Seminar: Music	3
MUS 540 Applied Music (This course is offered for one credit hour. Students must enroll for at least two consecutive terms. Music students are strongly encouraged to enroll in this course each trimester until degree requirements are met.)	2
MUS 890 Graduate Thesis/Project	2
Select three hours from among:	
(The following courses are offered for one credit hour each. Students must enroll for at least three credit hours, two credit hours of which must be in consecutive trimesters in the same course. Music students are strongly encouraged to enroll in one of these courses each trimester until degree requirements are met.)	
MUS 552 GSU Contemporary Ensemble	1
MUS 556 Symphonic Band	1
MUS 558 Jazz Ensemble	1
MUS 560 University Singers	1
<b>Additional Requirements</b>	<b>11</b>
Select 11 hours from among:	
MUS 579 Studio Recording Techniques	1-4
MUS 527 Scoring for Film and Television	2

MUS	515	Materials of Music II: 20th Century Harmonic Techniques	3
MUS	571	Composition/Electronic Music I	4
MUS	575	Composition II	3
MUS	576	Electronic Music II	3
MUS	584	Choral Arranging	3
MUS	516	Materials of Music II: Orchestration	3
MUS	519	Materials of Music III: Keyboard Improvisation	1
MUS	581	Vocal Pedagogy	3
MUS	824	Advanced Conducting	3

Total

32

## Social Sciences

The master's degree in social sciences is designed to accommodate students from many and diverse disciplinary backgrounds who seek to broaden and/or intensify their knowledge and understanding of the social sciences for purposes of personal enrichment, career enhancement, career change, or preparation for further graduate studies. A core curriculum of interdisciplinary graduate seminars provides the foundation for pursuit of advanced knowledge, either through specialization in any of several social sciences offered throughout the university or through interdisciplinary study in areas of topical focus. Depending upon the student's needs and goals, a program of study can be developed in concert with an advisor to meet a wide range of objectives related to the social sciences either in applied or theoretical contexts.

### RECOMMENDED PREPARATION

Students should have an undergraduate major in history, sociology, geography, political science, economics, anthropology, urban studies, planning, women's studies, other social sciences, or a related field, or have earned at least 24 undergraduate credits in the above fields. Students who do not meet this requirement must complete required undergraduate prerequisite coursework in addition to graduate degree requirements.

### DEGREE REQUIREMENTS

#### Core Requirements

HIST	830	Graduate Seminar in Historical Studies	3
SOCS	840	Graduate Seminar in Community Studies	3
SOC	830	Graduate Seminar in Social Thought	3
SOCS	85A	Graduate Seminar in Social Issues	3
SOCS	870	Graduate Research	3
SOCS	890	Graduate Thesis/Project	3
Select with advisor's approval, one of the following:			
SOCS	590	Social Research Methods	3
HIST	780	Local History: Resources and Methods	3

#### Additional Requirements

Select nine hours from among the fields of history, sociology, urban studies, women's studies, political sciences, anthropology, economics, geography, or other social sciences and related fields as approved by advisor.

Electives

Total

21

9

3

33

## College of Business and Public Administration

Business Administration (M.B.A.)

Public Administration (M.P.A.)

The College of Business and Public Administration presents strong, theoretical, and pragmatic programs at the graduate level which will prepare students for careers in business, government, and industry. The majors are designed with the understanding that students enrolled in the college are pursuing management degrees for careers in the public or private sector. Accordingly, the college offers rigorous programs of study which will challenge students and provide them with the preparation to assume positions of leadership and responsibility. To this end, the college emphasizes clearly defined instructional methods and a curriculum which reflects the growing sophistication of modern management techniques. The graduate majors are designed to accommodate those with undergraduate degrees in business as well as those with undergraduate degrees in liberal arts, sciences, engineering, education, and other disciplines. The college offers graduate courses leading to the Master of Business Administration and Master of Public Administration degrees.

### COLLEGE POLICIES

#### Competency Examinations

Competency examinations in written communication are required for all graduate students. M.B.A. students must also take elementary and intermediate algebra examinations. It is advisable for students to review English and/or algebra before testing. Examinations cannot be repeated. Students unsure of their status regarding these examinations should contact the college office. Test dates will be published each trimester.

Students unsuccessful in passing the competency examinations will be required to enroll in appropriate courses during their next trimester of enrollment and must elect the pass/no credit option in these courses.

#### Transfer Credit

A maximum of nine hours with an earned grade of "B" or better will be approved for transfer from another institution. Graduate students will be expected to complete the M.B.A. and M.P.A. core (21 hours) in the College of Business and Public Administration. Credit earned more than five years prior to request for transfer will not be accepted.

#### Readmission

Governors State University credit earned more than five years prior to readmission will not apply toward graduate degree requirements unless approved by petition to the dean.

### Candidacy Requirement

Graduate students are admitted to candidacy after the following conditions have been satisfied:

1. Removal of any conditional admission status.
2. Completion of competency exams or the required courses in the fields of written communication and algebra.
3. Completion of all preparatory requirements.
4. M.B.A. students admitted for fall 1982 or prior terms who have been continuously enrolled must have their GMAT scores on file in the dean's office.
5. Successful completion of nine credit hours of 800 level graduate work with a GPA of 3.0. Graduate credit accumulated beyond 15 hours (excluding preparatory coursework) will not apply toward the degree if candidacy status is not attained.

### Student Course Load

Graduate students may not take more than 12 hours a trimester without obtaining permission from the dean of the college or his designee.

### Course Substitution

Course substitution must be approved by the dean or his designee. The substitution is valid only for the term specified.

### Grading

Students classified as graduate students must earn a "C" grade or better in all courses to receive credit towards graduation.

### Repeating Courses

A student who has enrolled in the same course three times without receiving a passing grade is required to receive permission from the dean prior to registration for that course a fourth time.

### Electives

All business and/or public administration electives must be approved by the dean or his designee.

### Nontraditional Coursework

Students in the College of Business and Public Administration must take a minimum of 30 graduate hours in regularly scheduled courses in order to meet degree requirements. Exceptions to this policy must be approved by the dean of the college.



### **Independent Study**

Students who have not successfully completed the competency examinations in algebra and written communication or not successfully completed the required courses will not be allowed to register for independent study courses. Only graduate students completing their last trimester should apply for independent study. The dean of the college, in addition to the faculty sponsor and the division chairperson, must approve all applications for independent study.

### **Internships**

Internships will be available to all students. Graduate students will be allowed a maximum of three hours of internship toward completion of degree requirements. All internships will be coordinated by the designated faculty in the College of Business and Public Administration. Specific weekly meeting dates will be announced by the coordinator during the orientation meeting.

### **Credit for Experiential Learning**

The College of Business and Public Administration does not grant or accept graduate credit for experiential learning toward graduate degree requirements.

### **Announcements**

Students are responsible for checking the BPA bulletin board, located in the corridor across from the dean's office, for announcements concerning scheduling, policies, and collegial procedures.

### **General Admission and Degree Requirements**

All applicants must meet university admission and degree requirements. (See "Admission" and "Degree Requirements" sections.)

### **Specific Major Requirements**

Following are detailed requirements for the graduate majors in the College of Business and Public Administration. Some majors have special admission requirements. The major admission requirements are noted where they apply. The specific degree requirements for each major are noted as well.

## **Business Administration**

The College of Business and Public Administration offers a graduate major in business administration leading to the degree of Master of Business Administration (M.B.A.). The master of business administration major provides a student the opportunity to prepare for positions of executive leadership. The M.B.A. degree provides a general management program of study designed primarily, but not exclusively, for students with business undergraduate degrees. The major is also designed to accommodate those with undergraduate degrees in the liberal arts, sciences, engineering, education, and other disciplines by providing the necessary preparatory coursework. In the M.B.A. degree program, the student studies a broad core of courses designed to provide an

understanding of business operations and management. In addition, elective courses may be used to undertake a modest degree of concentration in a single functional area if desired.

### SPECIAL ADMISSION REQUIREMENTS

Besides meeting university criteria, applicants must have taken the Graduate Management Admissions Test (GMAT) prior to admission and attain at least 950 based upon the following formula: Undergraduate GPA  $\times$  200 + GMAT score  $\geq$  950. A cumulative graduate GPA can be substituted in the above formula for those students who have earned a graduate degree.

Applicants who have not taken the GMAT but who have a 2.75 or higher undergraduate grade point average will be admitted conditionally pending: (1) receipt of the GMAT score by no later than the end of the subsequent trimester, and (2) attainment of a score of 950 or higher based on the above formula. Applicants who have not taken the GMAT and who have less than a 2.75 undergraduate grade point average may be considered for conditional admission.

A conditionally admitted applicant who does not submit a GMAT score on time or who fails to attain a score of at least 950 using the above formula may be refused enrollment for subsequent trimesters.

### RECOMMENDED PREPARATION

In order to ensure that students have a satisfactory command of business fundamentals prior to taking graduate level courses, at least 27 hours of undergraduate preparatory coursework or their equivalent are required of all M.B.A. students. Students with an undergraduate major in business may be prepared to enroll immediately in graduate level courses. Students who do not have an undergraduate major in business are expected to complete the necessary prerequisite preparatory coursework. With permission of the dean, students can enroll in graduate level courses in areas for which they have completed the prerequisites prior to completing all of the preparatory coursework.

#### Preparatory Coursework

BLAW	325	Business Law I	3
FIN	301	Principles of Financial Management	3
MATH	355	Applied Calculus	3
MKTG	301	Principles of Marketing	3
ACCT	501	Foundations of Accounting or ACCT 301	3
ECON	501	Foundations of Economics or ECON 301 and ECON 302	3
MGMT	501	Foundations of Management or MGMT 301 and MGMT 340	3
MGMT	510	Foundations of Managerial Statistics or STAT 361 and STAT 362	3
CPSC	510	Foundations of Computers and Information Systems or MIS 301	3

27

### DEGREE REQUIREMENTS

In addition to university requirements, students must successfully pass competency examinations in elementary and intermediate algebra and written communication or complete appropriate courses in algebra and/or written communication.

A thesis is optional for M.B.A. students. The thesis option provides an opportunity for intensive study of a problem chosen by the student. The thesis option is limited to outstanding students who have been recommended by a minimum of two faculty in the College of Business and Public Administration and approved by the dean. Each student selecting the thesis option will be required to submit a thesis proposal to a faculty member. If the proposal is approved, a thesis advisor and examining committee will be appointed by the dean or his designee. A candidate who is approved for the thesis option will be required to defend the thesis orally. If a thesis is presented in partial fulfillment of the requirements of the degree, the candidate must present a minimum of 27 graduate credit hours. The thesis must be completed within one year after it is approved.

<b>Core Requirements</b>	<b>21</b>
ACCT 801 Accounting for Administrative Control	3*
ECON 801 Problems in Managerial Economics	3
FIN 801 Problems in Financial Management	3
MGMT 810 Problems in Organizational Behavior	3
MGMT 840 Problems in Production Management	3
MGMT 849 Business Policy and Strategy	3
MKTG 801 Problems in Marketing Management	3
<b>Additional Requirements</b>	<b>12</b>
Select 12 hours from among courses numbered 500 or above with approval of advisor. A graduate thesis may be elected with approval of dean	12
<b>Total</b>	<b>33</b>
NOTE: *Students with an accounting background must take ACCT 850 instead of ACCT 801 to satisfy the M.B.A. core requirement in accounting.	

## Public Administration

The College of Business and Public Administration offers a graduate degree program in public administration leading to the degree of Master of Public Administration (M.P.A.). The graduate public administration major prepares middle and upper level managers in the public sector with the techniques and methods of personnel work, budgeting, organizing, and other functions necessary for further promotion. Students pursuing a degree in public administration will acquire the skills and tools which can provide the perspective and base on which to build a successful administrative career.

### SPECIAL ADMISSION REQUIREMENTS

Besides meeting university criteria, applicants must have an undergraduate GPA of at least 2.50.

### RECOMMENDED PREPARATION

In order to ensure that students have a satisfactory command of public administration fundamentals prior to taking graduate level courses, at least 12 hours of undergraduate preparatory coursework or their equivalent are required of all M.P.A. students. Students with an undergraduate major in public administration may be prepared to enroll immediately in graduate level courses. Students who do not have an undergraduate major in public administration are expected to complete the necessary prerequisite preparatory coursework. With permission of the dean, students can enroll in graduate level courses in areas for which they have completed the prerequisites prior to completing all of the preparatory coursework.

<b>Preparatory Coursework</b>	<b>12</b>
PADM 301 Introduction to Public Administration	3
STAT 468 Statistics	3
ECON 405 Public Finance	3
POLS 302 American National Government or POLS 320, Local Governmental Systems	3

PADM	840	Seminar in Public Policy	3
PADM	850	Seminar in Public Management	3
PADM	851	Seminar in Public Planning	3
POLS	863	Seminar in American Institutions and Values	3

**Additional Requirements**

PADM	880	Internship (Public Administration)	3*
PADM	852	Seminar in Research Methods	3
PADM	855	Master's Research Paper	3

Select three credit hours, with advisor's approval, from the areas of social sciences, communications, health, or other areas appropriate to the student's career and educational goals. 3

**Total**

12

33

NOTE: \*Students with career experience in the public sector may substitute for PADM 880 three hours of coursework in social studies, communications, health, or other areas appropriate to the student's career and educational goals subject to approval of advisor.

## College of Education

Counseling (M.A.)

Education (M.A.)

Educational Administration and Supervision (M.A.)

Multicategorical Special Education (M.A.)

School Counseling (M.A.)

School Psychology (M.A.)

The College of Education prepares graduate students to be professionally competent in the areas of education, psychology, and counseling.

The college offers graduate majors in education, counseling, school counseling, school psychology and multicategorical special education. In addition, the college offers a master's degree and certification programs in educational administration and supervision in partnership with Chicago State University and Northeastern Illinois University.

### CERTIFICATION

State certification is available in the following areas: educational administration and supervision, special education, school counseling, and school psychology.

### COLLEGIAL POLICIES

#### Student Study Plan

All students are required to develop a student study plan during the first trimester of enrollment in the college; they may not engage in advance registration or enroll for courses after that time if they have not done so. The student should make an appointment with the advisor to develop a student study plan, preferably before the first enrollment, but not later than one month after the beginning of the first trimester.

#### General Admission and Degree Requirements

All applicants must meet university admission and degree requirements. (See "Admission" and "Degree Requirements" sections.)

#### Specific Major Requirements

Following are detailed requirements for all the graduate majors in the College of Education. Some majors have special admission requirements in addition to university requirements. The specific degree requirements for each major are noted as well.

## Counseling

The counseling major prepares individuals to enter counseling and psychology-related professions with a special focus on urban community settings. Students may receive skill preparation for direct service to clients; for diagnostic, consultative and evaluative services; and for community intervention. Possible employing agencies and institutions include mental health clinics and hospitals, corporations, governmental social agencies, public and private schools, community colleges, various community intervention programs, and correctional institutions. This major also prepares students for advanced graduate work at other institutions. A two-trimester practicum placement is required.

## RECOMMENDED PREPARATION

Prior to admission, students should have completed the following undergraduate prerequisite courses: abnormal psychology, developmental psychology, and research methods or statistics.

## ADMISSION TO CANDIDACY

Students may apply for degree candidacy only after they have earned at least a grade of "B" in prerequisite courses: abnormal psychology, a survey of developmental psychology, and statistics or research methods—these courses may not be used to fulfill degree requirements and may be taken at the undergraduate level or at another institution (see *Division of Psychology and Counseling Student Handbook* for procedures). The award of degree candidacy status is contingent upon a student's earning a grade of "B" or better in COUN630, COUN810, and COUN844 or COUN845 and upon receiving the positive recommendation of the candidacy committee (see *Division of Psychology and Counseling Student Handbook* for details). Students must apply for candidacy within two weeks of the start of the trimester in which degree candidacy is sought. The candidacy committee will inform students of their candidacy status within six weeks. Students should refer to the *Division of Psychology and Counseling Student Handbook* for further details.

## DEGREE REQUIREMENTS

Beyond meeting university requirements, students must complete a practicum sequence\* at an approved site and receive a positive recommendation. Enrollment in practicum requires prior admission to candidacy and meeting other requirements outlined in the *Division of Psychology and Counseling Student Handbook* which is available from the degree program advisor. Application deadlines for practicum are as follows: fall trimester, July 15; winter trimester, November 15; spring/summer trimester, March 15. Practicum is a two-trimester course sequence. Priority in assignments is based on date of achieving candidacy.

## Core Requirements

COUN	630	Counseling and Psychotherapy: Introduction	3	18
COUN	810	Beginning Counseling and Human Relation Skills	3	
COUN	843	Advanced Theories in Counseling and Therapy	3	
COUN	847	Group Dynamics and Intervention	3	
COUN	868	Counseling Psychology Practicum I: Agency Systems	3*	
COUN	869	Counseling Psychology Practicum II: Clinical Skills	3*	

## Additional Requirements

Select three hours from:				21
PSYC	605	Tests and Measurements	3	
COUN	826	Research Literature in Counseling and Psychotherapy	3	
Select three hours from:				
COUN	633	Community Counseling	3	
COUN	636	Human Service Systems	3	
Select three hours from:**				
COUN	844	Individual Counseling and Therapy: Child/Adolescent	3	
COUN	845	Individual Counseling and Therapy: Adult	3	
Select 12 hours from:†				
PSYC	827	Human Sexuality	3	
COUN	850	Group Therapy in Transactional Analysis	3	
COUN	852	Group Counseling: Child/Adolescent	3	
COUN	853	Adlerian Family Counseling	3	
COUN	854	Advanced Individual Therapy Techniques: Child	3	
COUN	855	Advanced Individual Therapy Techniques: Adult	3	
COUN	856	Group Counseling: Adult/Adolescent	3	
COUN	857	Behavior Therapy	3	
COUN	859	Family Therapy Techniques	3	
COUN	860	Marriage and Couple Therapy	3	

## Total



- NOTES: \*
- \* A two course practicum sequence in college counseling (COUN848 and COUN863) is available to students with career interests in that area. Application to these practica follows the same procedure as the one for a practicum placement in an agency.
  - \*\* The nonselected course may be chosen as part of the twelve hours of electives listed below.
  - † At least nine hours must involve direct student/client contact.

## Education

This major is designed to provide continuing professional development of classroom teachers in elementary and secondary schools and in early childhood education.

The major includes a set of required core courses developed to expand the student's understanding of the psychology of learning, curriculum issues, and educational research. In addition, the major offers a series of courses in each of the following specific instructional areas: computer education, early childhood education, elementary language arts education, elementary mathematics education, instructional development and reading. In addition to the above series, a sequence of instructional development courses is also available to those students from school districts supporting participation of their employees.

The focus of the degree program is on professional development and emphasizes the effective application of available knowledge in practical situations.

### SPECIAL ADMISSION REQUIREMENTS

Besides meeting university criteria, applicants must: (1) demonstrate adequate professional education preparation by submitting either a copy of a standard teaching certificate or verification by a school official of at least one year, full-time, paid teaching experience within the last six years; (2) have earned at least a 2.5 grade point average in the last 60 hours of undergraduate coursework; and (3) have earned at least a 3.0 grade point average for all graduate education courses attempted.

### RECOMMENDED PREPARATION

Prior to application, applicants should have taken the Graduate Record Examination General Test. They should submit scores at the time of application. Students who have not taken the GRE prior to admission must do so during their first trimester of enrollment in the major.

Prerequisite courses, including those required as prerequisites in a specific instructional area sequence, must be completed before taking the respective graduate courses. Students may petition to demonstrate competency in prerequisite areas.

### ADMISSION TO CANDIDACY

In addition to university requirements for admission to candidacy, to qualify for degree candidacy in this major, a student must: (1) have submitted scores for GRE General Test; (2) satisfy the writing proficiency requirement\*; (3) have completed EDUC810 and PSYC818; (4) have completed at least two courses in the student's chosen instructional area sequence with at least a "B" in each course; (5) have completed all prerequisites for any remaining coursework on the student's study plan; (6) apply for candidacy after having earned a minimum of 12 and a maximum of 18 graduate level credit hours; and (7) have demonstrated adequate professionalism in the field as judged by a committee of faculty appointed by the dean of the college.

Unsuccessful applicants to candidacy will not be permitted registration in courses in the degree program. More detailed information on candidacy is available through the division office or the student's advisor.

## DEGREE REQUIREMENTS

Core Requirements			15-18
PSYC	818	Learning Theory	3
EDUC	810	Educational Research	3
EDUC	825	Curriculum Development	3
EDUC	838	Academic Evaluation and Assessment	3
Select one of the following options:			
<i>Thesis Option*</i>			
EDUC	890	Graduate Thesis	3
<i>Non-thesis Option**</i>			
Select an additional 3 hours from courses numbered 600 or above that relate specific instructional area subject to approval of advisor			
EDUC	86E	Graduate Seminar in Education	3+
Additional Requirements			18
Select 18 hours from one of the following instructional areas:			
<i>Mathematics Education</i>			
EDUC	532	Teaching Math to Low Achieving Students	3
EDUC	732	Topics in Mathematics Education	3
EDUC	833	Teaching Enrichment Mathematics in the Elementary School	3
EDUC	83A	Strategies and Resources for Teaching School Geometry	3
EDUC	854	Individualizing Mathematics Instruction	3
EDCP	73M	Educational Applications of the Microcomputer: Mathematics	3
<i>Language Arts</i>			
EDUC	853	Advanced Methods of Teaching Language Arts	3
ELED	81A	Teaching Writing in the Elementary Classroom	3
EGED	518	Language, Teaching and Learning	3
EDUC	848	Teaching Reading in the Content Areas	3
COMS	570	Intercultural Communication	3
Select three hours from:			
ELED	844	Reading Strategies for Individualizing Instruction	3
EDCP	73L	Educational Applications of the Microcomputer: Language Arts	3
<i>Reading</i>			
ELED	850	Advanced Methods of Teaching Reading	3
EDUC	842	Reading Diagnosis	3
EDUC	846	Reading Remediation in the Classroom	3
EDUC	848	Teaching Reading in the Content Areas	3
EDUC	86A	Practicum in Reading	3
Select three hours from:			
EDCP	73R	Educational Applications of Microcomputer: Reading	3
ELED	844	Reading Strategies for Individualizing Instruction	3
<i>Early Childhood</i>			
PSYC	81A	Advanced Early Child Development	3
ELED	725	History and Philosophy of Early Childhood Education	3
ELED	736	Curriculum and Instruction in Early Childhood Education	3
ELED	834	Individualizing Pre-Kindergarten Curriculum and Instruction	3
EDUC	801	Child and Family in the Community	3
Select three hours from:			
ELED	818	Early Childhood Assessment	3
ELED	738	Health and Nutrition for the Young Child	3

		<i>Educational Computing</i>	
EDCP	50A	Introduction to Microcomputers in Education	3
EDCP	61A	Evaluating Microcomputer Software	3
EDCP	85A	Integrating Microcomputer-Based Education	3
EDCP	86A	Practicum in Microcomputer Education	3
		Select one of the following sequences:	
		<i>A. Classroom Instruction</i>	
CPSC	62A	Programming in BASIC	3
		Select one of the following courses:	
EDCP	73A	Educational Applications of the Microcomputer: Educational Administration	3
EDCP	73L	Educational Applications of the Microcomputer: Language Arts	3
EDCP	73M	Educational Applications of the Microcomputer: Mathematics	3
EDCP	73B	Educational Applications of the Microcomputer: Reading	3
EDCP	73S	Educational Applications of the Microcomputer: Special Education	3
		<i>B. Programming</i>	
		Select two of the following courses:	
CPSC	655	Advanced BASIC and Graphics in Microcomputers	3
CPSC	64A	Programming in Pascal	3
CPSC	50C	Programming in LOGO	3
		<i>C. Instructional Design</i>	
I&TT	755	Microcomputers in Training and Education	3
EDCP	75A	Designing Microcomputer-Based Instruction	3
		<i>Instructional Development</i>	
EDUC	70H	Science of Teaching: Teaching Learning Processes	3
EDUC	70J	Science of Teaching: Teaching Learning Principles	3
EDUC	70K	Science of Teaching: Application of Processes and Principles	3
EDUC	70M	Science of Teaching: Conferencing Skills	3
EDUC	81K	Science of Teaching: Internship I	3
EDUC	81M	Science of Teaching: Internship II	3

**Total with Thesis Option  
with Non-thesis Option**

33

36

**Notes:** \*Students must satisfy the Division of Education writing proficiency requirements by either passing a writing proficiency examination or by achieving a score of 500 on the verbal measure of the GRE General Test before being permitted to enroll for a second trimester.

\*\*The thesis option provides an opportunity for intensive study of a problem chosen by the student and approved by the thesis committee. The thesis option is limited to students who have a 3.5 grade point average in all graduate courses and who have been recommended by at least two faculty in the Division of Education and approved by the chairperson of the division. The thesis must be completed within one year after thesis proposal is approved. The candidate will be required to defend the thesis orally before its final acceptance.

†As part of EDUC86E, the student will be required to pass a comprehensive examination encompassing the core and specific instructional area.

## Educational Administration and Supervision

The Educational Administration and Supervision program is a cooperative venture involving faculties from Governors State, Chicago State and Northeastern Illinois Universities. The curriculum provides background and specific skills necessary for employment as a school business manager, an elementary or secondary school principal, a supervisor, a curriculum consultant, a department chairperson, or a community college administrator. The curriculum includes a number of courses that provide essential knowledge and skills for continued growth in positions of educational leadership.

Students admitted to the master of arts degree program must elect one of four concentrations: educational administration, educational supervision, chief school business official, or community college administration.

### CERTIFICATION

Completion of the degree program leads to the Illinois Administrative Certificate with the General Administration, General Supervisory or Chief School Business Official endorsement, depending on the concentration selected. The state does not provide certification in community college administration. Completion of either the educational administration concentration or the educational supervision concentration meets the Chicago Board of Education course requirements for administrative and supervisory positions.

### SPECIAL ADMISSION REQUIREMENTS

Besides meeting university criteria, applicants must have: (1) a GPA of 2.75 on a 4.0 scale for the last 60 hours of undergraduate study (Note: Student's with a GPA of 2.5 through 2.749 may petition for conditional admission to the major.); (2) written recommendations from two school administrators or supervisors; and (3) for admission to the educational administration or educational supervision concentration, written verification by a district superintendent or personnel officer that the applicant has two years full-time teaching or school service personnel experience in a school approved by the Illinois State Board of Education; or for admission to the chief school business official concentration, written verification by a district superintendent, personnel officer or chief school business official that the applicant has two years school business management experience in schools approved by the Illinois State Board of Education. Experience in higher education is desirable for admission to the community college administration concentration, but the applicant is not required to present written verification.

### DEGREE REQUIREMENTS

In addition to university degree requirements, to assure the opportunity for students to draw from a variety of resources available from the participating universities, students must complete at least six credit hours of coursework from Chicago State University or from Northeastern Illinois University instructors. Also, students must successfully complete: a supervised practicum; a comprehensive examination, and the Illinois and United States Constitution examination.

### Chief School Business Official Concentration

#### Core Requirements

		Public School Finance .....	3*
		Collective Negotiations .....	3*
EDUC	810	Educational Research .....	3
EDCP	73A	Educational Applications of the Microcomputer: Educational Administration .....	3
EDAD	810	Introduction to Educational Administration .....	3
EDAD	840	School Law .....	3
EDAD	865	Practicum in Administration and Supervision I .....	3
EDAD	866	Practicum in Administration and Supervision II .....	3

**Additional Requirements**

9

Select nine hours from the following specialty courses with advisor's approval:

EDAD	801	Leadership and Staff Relations	3
MIS	512	Management Information Systems	3
ACCT	830	Financial Reporting Theory	3
ACCT	855	Audit Theory and Philosophy	3
FIN	860	Financial Institutions	3
PADM	812	Seminar in Public Budgeting	3

**Total**

33

NOTE: \*As part of this cooperative degree program, these courses are taught by faculty from Chicago State and Northeastern Illinois Universities.

**Community College Administration Concentration****Core Requirements**

27

EDAD	810	Introduction to Educational Administration	3
EDAD	820	The Community College	3
EDAD	823	Community College Administration	3
EDAD	801	Leadership and Staff Relations	3
EDAD	720	School-Community Relations	3
EDUC	810	Educational Research	3
PSYC	815	Learning Processes: Adults	3
EDAD	865	Practicum in Administration and Supervision I	3
EDAD	866	Practicum in Administration and Supervision II	3

**Additional Requirements**

6

Select six hours from the following specialty courses with advisor's approval:

EDCP	73A	Educational Applications of the Microcomputer: Educational Administration	3
EDUC	815	Socio-Cultural Factors and Children's Learning	3
EDUC	825	Curriculum Development	3
EDAD	840	School Law	3
EDAD	850	Seminar: Educational Policies and Issues	3

**Total**

33

**Educational Administration Concentration****Core Requirements**

27

EDAD	810	Introduction to Educational Administration	3
EDAD	818	Supervision of Classroom Teachers	3
EDAD	801	Leadership and Staff Relations	3
EDUC	815	Socio-Cultural Factors and Children's Learning	3
EDAD	720	School-Community Relations	3
EDAD	815	Elementary and Secondary School Administration and Supervision	3
EDUC	810	Educational Research	3
EDAD	865	Practicum in Administration and Supervision I	3
EDAD	866	Practicum in Administration and Supervision II	3

<b>Additional Requirements</b>			<b>6</b>
Select six hours from the following specialty courses with advisor's approval:			
EDUC	825	Curriculum Development	3
EDAD	840	School Law	3
EDAD	850	Seminar: Educational Policies and Issues	3
EDCP	73A	Educational Applications of the Microcomputer: Educational Administration	3
<b>Total</b>			<b>33</b>

### *Educational Supervision Concentration*

<b>Core Requirements</b>			<b>24</b>
EDUC	825	Curriculum Development	3
EDAD	818	Supervision of Classroom Teachers	3
EDAD	801	Leadership and Staff Relations	3
EDUC	815	Socio-Cultural Factors and Children's Learning	3
EDAD	720	School-Community Relations	3
EDAD	815	Elementary and Secondary School Administration and Supervision	3
EDUC	810	Educational Research	3
EDAD	865	Practicum in Administration and Supervision I	3
<b>Additional Requirements</b>			<b>9</b>
Select nine hours from the following specialty courses with advisor's approval:			
EDAD	810	Introduction to Educational Administration	3
EDAD	840	School Law	3
EDAD	850	Seminar: Educational Policies and Issues	3
EDCP	73A	Educational Applications of the Microcomputer: Educational Administration	3
EDAD	866	Practicum in Administration and Supervision II	3
<b>Total</b>			<b>33</b>

### *Educational Administration and Supervision Certificate-Only Programs*

For candidates who already possess a master's degree and are interested in certification only, the following sequences are provided for each of the state certificates. Admission into these sequences requires: (1) a master's degree from a regionally accredited college or university; (2) written recommendations from two school administrators or supervisors; (3) evidence of successful completion of the Illinois and United States Constitution examination; and (4) for admission to the educational administration or educational supervision sequence, written verification by a district superintendent or personnel officer that the applicant has two years full-time teaching or school service personnel experience in a school approved by the Illinois State Board of Education; or for admission to the chief school business official sequence, written verification by a district superintendent, personnel officer or chief school business official that the applicant has two years school business management experience in schools approved by the Illinois State Board of Education.

The curricula can also enable persons with master's degrees to attain Illinois endorsements including: (1) the General Administrative Endorsement, (2) the General Supervisory Endorsement, and (3) Chief School Business Official Endorsement.



## CERTIFICATE REQUIREMENTS

## Chief School Business Official Certificate Sequence

The candidate must complete the following 21 credit hours of graduate level coursework at Governors State University or their equivalents at Chicago State University and/or Northeastern Illinois University:

		Collective Negotiations.....	3*
		Public School Finance.....	3*
EDAD	810	Introduction to Educational Administration.....	3
EDCP	73A	Educational Applications of Microcomputer: Educational Administration.....	3
EDAD	840	School Law.....	3
EDAD	865	Practicum in Administration and Supervision I.....	3**
EDAD	866	Practicum in Administration and Supervision II.....	3**
<b>Total</b>			<b>21</b>

NOTES: \*As part of this cooperative certificate program, these courses are taught by faculty from Chicago State and Northeastern Illinois universities.

\*\*These courses must be taken at Governors State.

## Educational Administration Certificate Sequence

The candidate must complete the following 24 credit hours of graduate level coursework at Governors State University or their equivalents at Chicago State University and/or Northeastern Illinois University:

EDAD	810	Introduction to Educational Administration.....	3
EDAD	818	Supervision of Classroom Teachers.....	3
EDAD	801	Leadership and Staff Relations.....	3
EDUC	815	Socio-Cultural Factors and Children's Learning.....	3
EDAD	720	School-Community Relations.....	3
EDAD	815	Elementary and Secondary School Administration and Supervision.....	3
EDAD	865	Practicum in Administration and Supervision I.....	3*
EDAD	866	Practicum in Administration and Supervision II.....	3*
<b>Total</b>			<b>24</b>

NOTE: \*These courses must be taken at Governors State.

## Educational Supervision Certificate Sequence

The candidate must complete the following 24 credit hours of graduate level coursework at Governors State University or their equivalents at Chicago State University and/or Northeastern Illinois University:

EDAD	818	Supervision of Classroom Teachers.....	3
EDUC	825	Curriculum Development.....	3
EDUC	815	Socio-Cultural Factors and Children's Learning.....	3
EDAD	815	Elementary and Secondary School Administration and Supervision.....	3
EDAD	801	Leadership and Staff Relations.....	3
EDAD	720	School-Community Relations.....	3
EDUC	810	Educational Research.....	3
EDAD	865	Practicum in Administration and Supervision I.....	3*
<b>Total</b>			<b>24</b>

NOTE: \*This course must be taken at Governors State.

## Multicategorical Special Education

The multicategorical special education major prepares experienced teachers to teach mentally retarded, learning disabled, and socially/emotionally disordered students. While a range and degrees of handicaps will be addressed, focus will be upon the mildly handicapped, taking cognizance of the overlap among the categorical groupings. Graduates of the program are able to function effectively in a variety of educational settings: the special classroom, the regular classroom, the resource room, and as consultants to educators, ancillary staff, and parents.

### CERTIFICATION

The program is approved by the Illinois State Board of Education and leads to the Standard Special Certificate endorsed in Educable Mentally Handicapped, Learning Disabilities, and Social/Emotional Disorders.

### SPECIAL ADMISSION REQUIREMENTS

Besides meeting university criteria, applicants must: (1) provide evidence of one year full-time, paid teaching experience at the elementary or secondary level during the past six years while holding a valid teaching certificate; and (2) have at least a 2.50 grade point average ( $A = 4.0$ ) in the last 60 hours of undergraduate coursework. Applicants not meeting the first criterion above may petition for admission but must complete EDUC499 Student Teaching: Special Education, in addition to all other requirements.

### ADMISSION TO CANDIDACY

In addition to university requirements for admission to candidacy, to qualify for degree candidacy in this major, a student must: (1) have completed a minimum of 12 hours and no more than 18 hours of graduate credit in the major to include: Educational Research, Learning Characteristics of Mildly Handicapped Students, Behavioral Characteristics of Mildly Handicapped Students, and Methods for Teaching the Mildly Handicapped with a grade of "B" or better in each course; and (2) apply to the multicategorical special education degree committee. The committee will review the student's progress, advise the student, and act upon the application for candidacy.

### DEGREE REQUIREMENTS

Beyond university degree requirements, students must complete a master's project during SPED855, Graduate Seminar in Multicategorical Special Education, which will be reviewed and evaluated by the degree committee and receive degree committee recommendation for graduation.

#### Core Requirements

EDUC	810	Educational Research	3
SPED	820	Learning Characteristics of Mildly Handicapped Students	3
SPED	831	Behavioral Characteristics of Mildly Handicapped Students	3
SPED	840	Special Education Practicum I	1
SPED	846	Methods for Teaching Mildly Handicapped Students	3
EDCP	735	Educational Applications of the Microcomputer: Special Education	3
ELED	528	Methods of Diagnosing and Remediating Reading Difficulties	3
SPED	805	Administration and Supervision of Special Education	3
EDUC	532	Teaching Mathematics to Low Achieving Students	3
SPED	850	Special Education Practicum II	1
SPED	619	Psychological Diagnosis of Individuals with Special Needs	3
SPED	855	Graduate Seminar in Multicategorical Special Education	4
SPED	860	Consultative Techniques for Special Education	3

Total

36

36

## School Counseling

The major in school counseling (K-12) prepares professionals to work in elementary, middle and secondary schools as counselors, guidance workers, career and vocational counselors. The major provides an academic core in psychology and counseling. The coursework that leads to certification is prescribed in order to meet state requirements. All students must complete a practicum in a school setting for one trimester which is typically a minimum of one full day per week. School practica are available only during the fall or winter trimesters. Students are admitted from a variety of backgrounds, but experience in educational settings is extremely helpful in seeking employment.

### CERTIFICATION

This curriculum is approved by the Illinois State Board of Education and leads to the School Service Personnel Certificate with an endorsement in Guidance. Applicants for this certificate must hold, or be eligible for, a standard Illinois teaching certificate.

### RECOMMENDED PREPARATION

No specific undergraduate major is required. Prior to admission students should have earned a grade of at least a "B" in the following undergraduate prerequisite courses: three hours in statistics and three hours in research methodology. Qualification for Illinois State Teacher Certification is needed in order to obtain the Illinois School Service Personnel Certificate with Guidance Endorsement upon completion of the program.

### ADMISSION TO CANDIDACY

Students may apply for degree candidacy only after they have earned at least a grade of "B" in prerequisite courses: statistics and research methodology—these courses may not be used to fulfill degree requirements and may be taken at the undergraduate level or at another institution (see the *Division of Psychology and Counseling Student Handbook* for procedures). The award of degree candidacy status is contingent upon a student's earning a grade of "B" or better in PSYC605, COUN630, COUN810 and COUN844. Students must apply for candidacy within two weeks of the start of the trimester in which candidacy is sought. The candidacy committee will inform students of their candidacy status within six weeks. Students should refer to the *Division of Psychology and Counseling Student Handbook* for further details.

### DEGREE REQUIREMENTS

In addition to university requirements, students must (1) complete the approved practicum experience\*; (2) obtain a positive recommendation from degree program faculty who will review work done at the practicum site; and (3) maintain at least a 3.0 grade point average with no more than two "C's" in required courses.

#### Core Requirements

PSYC	510	Adolescence	3
PSYC	512	Child Development	3
PSYC	605	Tests and Measurements	3
COUN	630	Counseling and Psychotherapy: Introduction	3
COUN	639	Behavior Problems	3
COUN	640	Career Education in Schools	3
COUN	810	Beginning Counseling and Human Relation Skills	3
COUN	844	Individual Counseling and Therapy: Child/Adolescent	3
COUN	851	Consultation and School Staff Development	3
COUN	852	Group Counseling: Child/Adolescent	3
COUN	853	Adlerian Family Counseling	3
COUN	858	Administration of Student Personnel Services	3

**Additional Requirements**

9

Select at least six hours from between:

COUN	865	Practicum in Elementary School Counseling	6*
COUN	867	Practicum in Secondary School Counseling	6*

Select at least three hours from among:

EDAD	720	School-Community Relations	3
COUN	861	Parent Study Group Leadership	3
PSYC	852	Personality and Vocational Assessment	3

**Total**

45

NOTE: Enrollment in practicum requires prior admission to candidacy and meeting other requirements outlined in the student handbook for these programs which is available from the program advisor. Application for practicum in the winter trimester must be made by November 15 and by July 15 for the fall trimester. Practicum is not offered in the spring/summer trimester.

Practicum requires at least one full day per week at an assigned site during the trimester. Priority in assignments is based on the date of achieving candidacy.

## School Psychology

The school psychology major prepares students to apply psychological principles within the school setting. The major emphasizes a "consultative" approach to providing these services. School psychologists must be able to identify, evaluate, and remediate, or offer solutions to, the many problems that school children exhibit in learning, development, behavior, and in crisis situations. School psychologists are trained to be sensitive not only to the needs of both the "exceptional" and "normal" child but also to those of the professional staff, the administration, the parents, and the community. Being a consultant, the school psychologist knows when to seek outside help to assist in problem solving. The school psychologist is prepared to assist in the formulation of the Individual Educational Plan (IEP) and, in many instances, must synthesize a wide range of psychological findings into a well organized plan of action.

All students must complete a practicum in a school setting for one trimester, which is typically a minimum of one full day per week, and is offered during both the fall and winter trimesters. The extensive nature of this major typically requires a minimum of two and one-half years of part-time study.

### CERTIFICATION

This major is approved by the Illinois State Board of Education and leads to the School Service Personnel Certificate endorsed in School Psychology. Recommendation for the certificate is contingent upon satisfactory completion of an Internship in School Psychology (PSYC920).

### RECOMMENDED PREPARATION

Prior to admission, students should have earned a grade of "B" or better in the following undergraduate prerequisite courses: three hours in Statistics (STAT468), three hours in Abnormal Psychology (PSYC430), three hours in Child Development (PSYC512), and three hours in Personality Theory (PSYC530).

## ADMISSION TO CANDIDACY

Students may apply for degree candidacy only after they have earned at least a grade of "B" in prerequisite courses: STAT468, PSYC430, PSYC512 and PSYC530—these courses may not be used to fulfill degree requirements and may be taken at the undergraduate level or at another institution (see *Division of Psychology and Counseling Student Handbook* for procedures). The award of degree candidacy status is contingent upon a student's earning a grade of "B" or better in PSYC520, PSYC560, PSYC605, COUN630 and COUN810. Students must apply for candidacy within two weeks of the start of the trimester in which degree candidacy is sought. The candidacy committee will inform students of their candidacy status within six weeks. Students should refer to the *Division of Psychology and Counseling Student Handbook* for further details.

## DEGREE REQUIREMENTS

In addition to university requirements, students must: (1) complete an approved practicum\* and receive positive recommendations from faculty supervising the practicum and (2) maintain at least a 3.0 GPA with no more than two "C's" in the required courses.

## Core Requirements

51

PSYC	520	Learning Cognition I	4
PSYC	524	Principles of Behavior Change	3
PSYC	560	Research Methodology	3
PSYC	605	Tests and Measurements	3
SPED	510	Survey of Exceptional Students	3
PSYC	853	Human Neuropsychology I: Brain Function	3
PSYC	855	Individual Assessment I: Intelligence	3
PSYC	857	Individual Assessment II: Personality	3
COUN	630	Counseling and Psychotherapy: Introduction	3
COUN	844	Individual Counseling and Therapy: Child/Adolescent	3
COUN	852	Group Counseling: Child/Adolescent	3
COUN	810	Beginning Counseling and Human Relation Skills	3
PSYC	843	Nonbiased and Pluralistic Assessment of Children and Minorities	3
PSYC	830	Consultation Seminar in School Psychology I	1
PSYC	840	Consultation Seminar in School Psychology II	1
PSYC	850	Consultation Seminar in School Psychology III	1
PSYC	860	Consultation Seminar in School Psychology IV	1
COUN	858	Administration of Student Personnel Services	3
PSYC	865	Practicum in School Psychology	4*

## Additional Requirements

9

Select at least three hours from between:			
PSYC	555	Theories and Treatment of Emotional Disturbance in Children I	4
COUN	639	Behavior Problems	3
Select at least three hours from between:			
PSYC	556	Theories and Treatment of Emotional Disturbance in Children II	4
COUN	853	Adlerian Family Counseling	3
Select, with advisor's approval, at least three hours from among courses in the program that are appropriate to the student's personal and/or professional goals.			
			3

## Total

60

NOTE: \* Enrollment in practicum requires prior admission to candidacy and meeting other requirements outlined in the student handbook for these programs which is available from the program advisor. Application for practicum in the winter trimester must be made by November 15 and by July 15 for the fall trimester. Practicum is not offered in the spring/summer trimester. Practicum requires at least one full day per week at an assigned site during the trimester. Priority in assignments is based on the date of achieving candidacy.

## College of Health Professions

Alcoholism Sciences (M.H.S.)

Communication Disorders (M.H.S.)

Health Administration (M.H.A.)

Health Professions Education (M.H.S.)

Nursing (M.S.N.)

The graduate degree programs in the College of Health Professions prepare students for a variety of employment opportunities in the health field, either through career changes or advancement within a profession. All majors provide extensive field experiences and exposure to, or participation in, research activities through a vast network of hospitals and medical centers in the Chicago region. Traditional lecture-discussion and seminar courses provide the theoretical bases for the clinical and research experiences. The college offers a few courses of general interest to students in the other colleges, but most courses are designed to meet the professional education needs of the various majors. The college also provides credit and noncredit continuing education courses and workshops for health professionals at many off-campus locations throughout the Chicago region.

### CERTIFICATIONS AND/OR ACCREDITATIONS

The graduate health administration major is accredited by the Accrediting Commission on Education for Health Services Administration.

The graduate communication disorders major is approved by the Illinois State Board of Education and leads to the Standard Special Certificate endorsed in Speech and Language Impaired. Graduates are eligible to apply for the Certificate of Clinical Competence in Speech-Language Pathology of the American Speech-Language-Hearing Association. Previous graduates have been extremely successful in obtaining this certification.

### General Admission and Degree Requirements

All applicants must meet university admission and degree requirements. (See "Admission" and "Degree Requirements" sections.)

### Specific Major Requirements

Following are detailed requirements for all the graduate majors in the College of Health Professions. Some majors have special admission requirements in addition to university requirements. The major admission requirements are noted where they apply. The specific degree requirements for each major are noted as well.

Students must develop a study plan during their first trimester of enrollment. This is the first step toward achieving graduate candidacy status. Once the study plan has been approved and signed by the advisor and division chairperson, the advisor's signature will not be required on the registration form. (Courses which require permission of the instructor will require that instructor's signature on the "written permission" line of the registration form.) It is the responsibility of the student to enroll—in the proper sequence—in courses which fulfill the requirements of the approved study plan. Courses



in which the student enrolls that are not on the study plan may not be applicable to degree requirements. Any changes in the study plan must be approved by the advisor and division chairperson. Students should consult advisors and this Catalog for prerequisite, specific major, and university degree requirements.

## Alcoholism Sciences

The alcoholism sciences major is designed to prepare individuals to enter this developing professional career field. Students study the use and abuse of alcohol in our society. The curriculum is based on the premise that alcoholism is a complex phenomenon which requires an interdisciplinary academic approach. To work as a professional in the field, alcoholism specialists need theoretical and empirical knowledge of psychology and sociology. They also need knowledge of epidemiology, education and community health approaches to prevention, as well as background in the political, legal and historical development of the field. Alcoholism specialists must also have a working knowledge of planning, management, and evaluation of services.

As specialists in the areas of alcoholism treatment, administration, prevention, and research, graduates of the major in alcoholism sciences are prepared to be leaders in the field.

### RECOMMENDED PREPARATION

While two or more years experience in the alcoholism field and an undergraduate major in alcoholism sciences or a related field are strongly recommended, applicants without a background in alcoholism sciences may apply to the major; however, these applicants must complete the following undergraduate prerequisite coursework as early as possible during graduate study: Alcoholism: The Recovery Process (ALC505) and/or Alcoholism: A Systems Approach (ALC518).

### ADMISSION TO CANDIDACY

In addition to university requirements, to qualify for degree candidacy in this major, a student must: (1) have completed the core courses ALC720, ALC815, ALC825 and ALC835 with no more than one grade of "C"; and (2) have no more than two grades of "C" for all courses.

Until degree candidacy status is attained, a student will not be permitted to enroll in Alcoholism: Internship Seminar (ALC865), Internship: (Alcoholism) (HLSC880), or Graduate Thesis/Project (HLSC890).

### DEGREE REQUIREMENTS

#### Core Requirements

ALC	720	Substance Abuse Prevention	3
ALC	815	Alcoholism: Treatment Issues	3
ALC	825	Etiology and Epidemiology of Substance Abuse	3
ALC	835	Alcoholism: Program Planning, Management & Evaluation	3
ALC	865	Alcoholism: Internship Seminar	1
HLSC	880	Internship: (Alcoholism)	6
HLSC	890	Graduate Thesis/Project: (Alcoholism)	3

#### Additional Requirements

ALC	610	Psychopharmacology	3
Select three hours from among:			
STAT	520	Statistical Methods	3
SOSC	590	Social Research Methods	3
HLSC	830	Analytical Epidemiology	3

22

10

Select at least four hours from among:

ALC	563	Impact of Alcoholism in the Work Place	1
ALC	565	Women and Alcohol	1
ALC	567	Alcohol and Black Americans	1
ALC	601	Alcoholism: Experimental Approaches to Treatment	2
ALC	620	Alcoholism: Social Control Models	2
COUN	544	Family Counseling	3
COUN	856	Group Counseling: Adult/Adolescent	3
or other alcoholism specific courses as approved by advisor.			

Total

32

## Communication Disorders

The graduate major in communication disorders prepares students to work as professional speech-language pathologists in a variety of settings, including schools, hospitals, mental health centers, and private practice. Preparation is accomplished through extensive academic and external practicum experience in both speech-language pathology and audiology.

### CERTIFICATION

Graduates are eligible for the Illinois Standard Special Certificate endorsed in Speech and Language Impaired. Graduates are also eligible to take the certification examination offered by the American Speech-Language-Hearing Association.

### SPECIAL ADMISSION REQUIREMENTS

Besides meeting university criteria, applicants must: (1) have a GPA of 2.75 or better on a 4.0 scale for all undergraduate work attempted prior to the award of the baccalaureate degree; and (2) submit three letters of recommendation from faculty in the applicant's undergraduate major indicating that they would accept the applicant into their own program, thereby providing an assessment of potential ability as a graduate student in the program and the ability to carry out work in the field.

All applicants will be admitted conditionally pending verification of adequate speech and hearing to function as a speech pathologist.

Any applicant without preprofessional preparation in communication disorders, who meets all other admission requirements, may enroll in the curriculum. All admitted students must complete all communication disorders undergraduate requirements but may enroll in graduate courses after satisfactorily completing the prerequisites for those courses.

### ADMISSION TO CANDIDACY

In addition to university requirements, to qualify for degree candidacy in this major, the student must: (1) apply for candidacy after earning a minimum of 12, and a maximum of 18 graduate credit hours, with a minimum grade of "B" in each course, from at least two faculty in the major; (2) demonstrate adequate oral communication abilities; (3) demonstrate adequate auditory discrimination ability; and (4) demonstrate adequate interpersonal skills. Skill levels noted in items (2), (3) and (4) above are evaluated based on the professional judgment of faculty and administrators through regular reviews of student progress. Unsuccessful applicants will not be permitted to complete the degree program. More detailed candidacy information is available through the communication disorders division.

## DEGREE REQUIREMENTS

<b>Core Requirements</b>			<b>48</b>
CDIS	810	Voice Disorders	3
CDIS	813	Language Disorders of Children	3
CDIS	816	History, Philosophy, and Professional Aspects of Communication Disorders	3
CDIS	818	Behavior Principles in Communication Disorders	3
CDIS	820	Clinical Audiology	3
CDIS	825	Stuttering Seminar	3
CDIS	830	Speech and Language of the Hearing Impaired	3
CDIS	833	Motor Speech Disorders	3
CDIS	836	Aphasia Seminar	3
CDIS	840	Communication Disorders in Craniofacial Anomalies	3
CDIS	845	Advanced Rehabilitative Audiology	3
CDIS	850	Practicum in Audiology: Assessment	1
CDIS	852	Practicum in Audiology: Rehabilitation	2
CDIS	854	Practicum in Speech Pathology: Public School	5
CDIS	856	Practicum in Speech Pathology: Mental Health Center	3
EDIS	858	Practicum in Speech Pathology: Hospital	3
CDIS	870	Independent Study: (Comprehensive Examination)	1
<b>Total</b>			<b>48</b>

## Health Administration

The health administration major prepares students to assume middle management positions and, after the requisite years of experience, top executive positions in large health care institutions. The purpose of the major is to train administrators who will be able both to manage and develop various health service organizations and programs and also to facilitate improved health status and well being of individuals in their service area. The graduates of the master's degree program find employment with hospitals, mental health institutions and neighborhood health centers, as well as a variety of governmental and private health care programs, such as HHS offices, health insurers and health related professional associations.

### ACCREDITATION

The major is accredited by the Accrediting Commission on Education for Health Services Administration (ACEHSA).

### SPECIAL ADMISSION REQUIREMENTS

Besides meeting university criteria, applicants must: (1) have a GPA of 2.5 on a 4.0 scale for the last 60 hours of undergraduate coursework, or a minimum cumulative graduate GPA of 3.0 for nine or more hours of graduate credit; (2) must submit three standard evaluation forms which support the applicant for graduate study in health administration. (The evaluations must be from previous academic faculty in the major and/or from current or previous supervisors if employed, or the applicant may petition for a waiver or substitution of references if unemployed or out of school more than five years.) All students admitted to the health administration major must submit a completed division questionnaire prior to registration. The questionnaire is used for advisement purposes. It is recommended that the questionnaire be submitted at the time of application.

Evaluation of applicants will be based on the type and amount of work experience, skills possessed, potential in the field as addressed by standard reference forms and coursework taken and degree earned. Students not meeting admission criteria may petition through the Office of Admissions.

## RECOMMENDED PREPARATION

An undergraduate major in one of the following fields is recommended: health administration, business administration, allied health disciplines, behavioral sciences, or public administration. Students without appropriate background may enroll in the major but will be required to complete undergraduate prerequisite coursework as follows: three hours in Management Accounting for Health Care Organizations (ACCT402), three hours in statistics, three hours in economics (Principles, Micro, or Foundations), and three hours in Foundations of Management (MGMT501) (or three hours of an undergraduate principles of management course). Students may seek a waiver of prerequisites by submitting a written request with supporting documentation to their advisor for evaluation during their first trimester of enrollment.

## ADMISSION TO CANDIDACY

In addition to university requirements to qualify for degree candidacy in this major, the student must: (1) have earned a grade of "B" or better in three of the following four courses: HLAD801, HLAD805, HLAD810, and HLAD815; (2) apply for candidacy after earning a minimum of 9, and a maximum of 18 graduate-level credit hours; (3) have demonstrated adequate oral and written communication abilities appropriate for the profession; and (4) have demonstrated adequate interpersonal skills appropriate for the profession.

Skill levels noted in Items (3) and (4) above are evaluated based on the professional judgment of the faculty and administrators through regular review of student progress. Unsuccessful applicants to candidacy will not be permitted further registration in courses in the degree program. More detailed candidacy information is available through the Division office or the student's advisor.

## DEGREE REQUIREMENTS

Beyond meeting university requirements a student: (1) may apply no more than one course with a grade of "C" toward degree requirements; (2) must earn a grade of "B" or better in the practicum course (HLAD865 or HLAD880); and (3) must successfully pass the comprehensive examination. In meeting degree requirements, a student may retake any course or the comprehensive examination only once.

## Core Requirements

HLAD	801	Health Care Sociology	3	41
HLAD	805	Applied Research Methods for Health Administration	3	
HLAD	810	Health Care Organization: Problems and Policies	3	
HLAD	815	Economics of Health Administration	3	
HLAD	818	Health Care Policy	3	
MIS	825	Management Information Systems for Health Administration	3	
HLAD	835	Health Care: Human Resource Management	3	
HLAD	837	Health Care Law	3	
HLAD	840	Health Care: Financial Management	3	
HLAD	845	Organizational Theories in Health Administration	3	
HLAD	850	Strategic Planning for Health Administration	3	5
HLAD	855	Hospital Management	3	
Select five hours from:				
HLAD	865	Health Administration: Field Experience	5	5
HLAD	880	Internship: (Residency...) (multi-trimester, minimum of six months)	5	

## Additional Requirements

Select nine hours from among the following courses or any other courses in the university that are appropriate to the student's study plan with advisor's approval:				9
HLAD	648	Health Administration: Marketing for Health Care Services	3	
HLAD	820	Health Care Program Evaluation	3	
HLAD	823	Quality Assurance for Health Care	3	
HLAD	828	Ambulatory Care: Issues and Problems	3	
HLAD	830	Health Administration: Lecture Series	3	

## Health Professions Education

Health professions education is a graduate level career advancement and retraining major for health practitioners who wish to be educators and for educators who wish to teach health. The curriculum is based upon a foundation of educational skills essential to promote health. Completion of the curriculum will enable an already certified teacher to obtain additional certification in health through transcript evaluation.

### CERTIFICATION

Completion of this degree program may qualify teachers holding the Illinois elementary or secondary certificate to teach health in public schools.

### SPECIAL ADMISSION REQUIREMENTS

Besides meeting university criteria, applicants must: (1) have an undergraduate degree which indicates training in either a recognized health field or a teacher training program and (2) meet one of the credential requirements of actual, or eligibility for, registration, certification, or licensure in a recognized allied health occupation or possess teacher certification. In addition, practical experience in the student's occupation is recommended prior to entering the program.

### ADMISSION TO CANDIDACY

In addition to university requirements, to qualify for degree candidacy in this major, a student must have completed 12 hours of required core courses with a grade point average of 3.0 or better for those specific courses.

### DEGREE REQUIREMENTS

Core Requirements			23
HLPE	810	Health Education Program Planning	3
HLPE	820	Health Professions Education: Continuing Education	6
HLSC	830	Analytical Epidemiology	3
PYSC	815	Learning Processes: Adults	3
HLPE	825	Health Professions Education: Values Clarification Techniques	4
Select four hours from:			
HLPE	860	Health Professions Education: Practicum	4
HLSC	890	Graduate Thesis/Project	4
Additional Requirements			9
Select nine hours from the following courses based upon student's career goals, subject to approval of advisor:			
HLPE	815	Assessment of Health Instruction	3
HLSC	610	Nutrition	3
HLPE	620	Health Professions Education: Current Trends and Issues	3
HLPE	630	Special Issues in Community Health	3
HLPE	802	School Health Programs	3
HLSC	80A	Health Promotion	3
Total			32

## Nursing

The graduate nursing major provides a master's degree program for nurses who have a baccalaureate degree in nursing. The curriculum is designed for the commuting, full-time employed student who may complete the program on a part-time basis. The major prepares nurses to function as clinical specialists in restorative nursing, teachers of nursing and administrators of nursing services. Students apply research concepts, theories and skills in developing one of these functional roles in advanced nursing practice. The clinical specialists use clinical expertise to improve the quality of client care with selected populations in specific acute, chronic or community health care environments. The teacher is prepared to teach nursing in associate degree or baccalaureate programs. The nurse administrator is prepared to assume beginning administrative positions in nursing service organizations.

### SPECIAL ADMISSION REQUIREMENTS

Besides meeting university criteria, applicants must:

1. Have acquired a baccalaureate with a major in nursing in an approved nursing program from a regionally accredited college or university.
2. Have verifiable employment as a registered nurse for at least two of the past five years or have graduated from a baccalaureate nursing program within the last two calendar years. Students must have letter(s) verifying employment from employer(s) forwarded to the Office of Admissions.
3. Have current and valid licensure as a registered nurse in the state of Illinois.
4. Have a cumulative GPA of 2.50 (4.0 scale) in all undergraduate coursework and a 3.0 (4.0 scale) GPA with no grade less than "C" in all upper division nursing courses.
5. Carry current nursing malpractice/liability insurance.
6. Submit three letters of recommendation which provide evidence of leadership potential, work experience, and communication skills; two letters of recommendation must be submitted by the student's former college/university nursing instructors and one from a nonacademic source.
7. Submit a one-page biographical sketch and a statement of personal goals for pursuing a graduate degree in nursing.

Applicants who do not meet the GPA requirements or who have graduated from nongraded baccalaureate programs must take the following battery of ACT-PEP nursing examinations and must achieve a composite score of 300 or above: Health Restoration: Area I (#425), Health Restoration: Area II (#477), Health Support: Area I (#530), Health Support: Area II (#577) and Professional Strategies, Nursing (#426).

Applicants whose credentials are from countries other than the United States must have their credentials evaluated through the Office of Admissions. These applicants will be required to take and pass the "Test of English as a Foreign Language" (TOEFL) with a score of 550 or above.

Applicants must assume all responsibility for fees associated with testing. All credentials must be submitted to the Office of Admissions. No applicant can be fully admitted to the program until all required credentials are on file in the Office of Admissions. Students not meeting admission criteria may petition for admission through the Office of Admissions. Admission to the program does not carry with it nor guarantee admission to degree candidacy.

### RECOMMENDED PREPARATION

Prior to application, applicants should have taken the GRE General Test. They should submit scores at the time of application. Students who have not taken the GRE prior to admission must do so during their first trimester of enrollment in the major.



Prior to admission to candidacy, students must have completed the following undergraduate coursework: three hours in Research Methodology (PSYC 560), three hours in Statistics (STAT 468), and five hours in Nursing: Health Assessment (NURS 330).

### ADMISSION TO CANDIDACY

In addition to university requirements, to qualify for degree candidacy in this major, the student must have: (1) removed any conditions of admission; (2) completed prerequisite courses in statistics, research methodology, and physical assessment (Note: These courses may not be used to fulfill degree requirements and may be taken at the undergraduate level or at another institution); (3) submitted scores for the GRE General Test; (4) completed the courses NURS710, NURS720, NURS730, and NURS740; and (5) filed an application for candidacy that has been completed in conjunction with their graduate nursing advisor.

Students who have not been awarded degree candidacy may not enroll for courses in the nursing functional areas. Students may repeat a graduate nursing course in which they received an "F" only once.

### DEGREE REQUIREMENTS

Beyond meeting university requirements, students must: (1) pass, during the last trimester of the student's program, an oral comprehensive examination over the major area of study. (This examination may be repeated only once.) and (2) complete all degree requirements within a three-year period from the date on which the student formally enrolls for study after having been admitted. Candidates who are unable to meet this requirement may petition to have their credentials and degree plans reevaluated. Such candidates must expect to meet any additional requirements implemented after their initial enrollment.

#### Core Requirements

NURS	720	Theoretical Foundations of Role Preparation in Nursing	3	26
NURS	710	Nursing: Theories and Models	3	
NURS	730	Nursing Research	3	
NURS	740	Concepts in Advanced Nursing Practice	3	
NURS	82A	Seminar and Practicum in Advanced Clinical Nursing	4	
NURS	890	Graduate Thesis/Project (in functional area)	3	
Select one of the following areas of functional role preparation with advisor's approval:				
<i>Restorative Nursing</i>				
NURS	82B	Clinical Specialist in Restorative Nursing	3	
NURS	845	Seminar and Practicum in Restorative Nursing	4	
<i>Teaching of Nursing</i>				
NURS	830	Curriculum and Instruction in Nursing	3	
NURS	850	Seminar and Practicum in Teaching Nursing	4	
<i>Nursing Administration</i>				
NURS	835	Nursing Administration	3	
NURS	855	Seminar and Practicum in Nursing Administration	4	

#### Additional Requirements

Select six hours with advisor's approval from courses which reflect the student's interest in a functional area.

Total

6

32

# Course Descriptions



## COURSE NUMBERING

Courses offered at Governors State University are identified by a three or four letter abbreviation of the academic discipline plus a three digit number (e.g., ACCT 302 identifies an accounting course). Course descriptions are listed alphabetically by academic discipline and in ascending numerical order.

The first digit of a course indicates scholastic level and also provides information regarding restriction to undergraduate and/or graduate student enrollment:

- 300-499 Upper division undergraduate courses;
- 500-599 Courses open generally to both undergraduate and graduate students; credit awarded based on student level, and credit requirements differ for undergraduate versus graduate students.
- 600-799 Graduate level courses, open to undergraduate students only by permission;
- 800-999 Courses open to graduate students only.

The second and third digits are used to distinguish between courses within an academic discipline.

## COURSE LISTINGS

### Samples:

#### **ECON 810 Labor Economics (3)**

Study of the development and structure of the labor movement, wage determination, and public policy toward labor. *Prerequisites: ECON301 and ECON302. FALL.*

#### **ART 561 Painting: Development of a Theme (2-4)**

Students select a theme and/or motif and create works to achieve a painting unified through the development of the theme. *Prerequisite: Permission. SPRING-SUMMER even years.*

#### **COUN 868 Counseling Psychology Practicum I: Agency Systems (3)†**

Practice eight hours per week in an approved agency site. Development of critical analysis of the agency as a human service delivery system. *Prerequisites: Candidacy, permission of instructor and successful preapplication. FALL, WINTER, offered in SPRING-SUMMER based upon demand.*

Each course listing has three or four elements:

1. **Boldface**—indicates course number, title and credit hours. Credit hours are shown in parentheses following the course title. Where courses are offered for variable credit, the range of credit hours is shown. Credit hours followed by a "+" are graded only on a pass/no credit basis.
2. Following the title line of each course is a brief statement describing the content of the course.
3. Certain courses have special preparatory requirements; these are identified in italics following the word *prerequisite(s)*. Students lacking specified prerequisite(s) are not eligible to enroll in that course.
4. The last element for each course listing identifies the TRIMESTER(S) in which the course is to be offered. Odd or even designations refer to the last digit of a calendar year.

# Accounting

## ACCT 301 Financial Accounting (3)

Emphasizes the beginning accounting cycle, and integrates accounting principles and their applications to business objectives, financial statement preparation, flow of resources, noncurrent assets, theory of liabilities, equities, inventory evaluation, depreciation methods, budgeting, and a development of accounting principles. Emphasis is given to financial accounting information useful to investors, economists, the general public, and other external groups. FALL, WINTER, SPRING-SUMMER.

## ACCT 302 Managerial Accounting (3)

Focuses on analysis of managerial accounting, an examination of the information needed for planning and controlling, and an investigation of the manner in which accounting can provide the information. Emphasizes accounting as a management information tool. *Prerequisite:* ACCT301 or equivalent. FALL, WINTER, SPRING-SUMMER.

## ACCT 331 Cost Accounting I (3)

Includes exposure to a broad range of cost accounting concepts and their terminology. Measurement and accumulation of costs will include such topics as direct and indirect costs, the rationale behind the cost allocation procedures, cost-volume relationships, and the application of burden. *Prerequisite:* ACCT301 or equivalent. FALL, SPRING-SUMMER.

## ACCT 332 Cost Accounting II (3)

An advanced study of cost accounting and decision making concepts, objectives and terminology essential to the cost accountant's role in business. Includes cost-volume ratios, cost accumulation for product costing, job order and process costing, performance measurement, transfer pricing, internal control, subjective probabilities, CPA applications, and operations research. *Prerequisite:* ACCT331. FALL, WINTER.

## ACCT 351 Intermediate Accounting I (3)

Focuses on the study of problems in financial accounting measurement including determination of periodic income, revenue recognition, cost allocation, flow of funds, inventory valuation, depreciation, liability recognition and equity measurement. *Prerequisite:* ACCT301 or equivalent. FALL, WINTER.

## ACCT 352 Intermediate Accounting II (3)

Continuation of Intermediate Accounting I. *Prerequisite:* ACCT351. WINTER, SPRING-SUMMER.

## ACCT 355 Accounting Information Systems (3)

Introduction to the flow of accounting information in organizations. Emphasizes accounting control, data base management and the role of computer facilities in bridging the gap between accounting information systems and electronic data processing systems. *Prerequisites:* MIS390; ACCT301 and ACCT302 or equivalent. Not scheduled to be offered in AY85-86.

## ACCT 370 Accounting Theory (3)

Provides a frame of reference for the basic objectives, postulates and principles of financial reporting. Includes theories relating to income determination, measurement of cash and other reserve flow. Emphasizes study of accounting statements and their form of presentation. *Prerequisites:* ACCT351 and ACCT352. Not scheduled to be offered in AY85-86.

## ACCT 402 Management Accounting for Health Care Organizations (3)

Covers accounting concepts and their application to health care organizations. Includes cost finding and cost analysis, budgeting, ratio analysis, responsibility accounting and standard cost accounting. Designed for CHP health administration students and other students with an interest in this area. *Prerequisite:* ACCT301 or permission. FALL, WINTER, SPRING-SUMMER.

**ACCT 410 Advanced Accounting (3)**

Application of accounting practice for an understanding of the complexities comprising business and finance. Examines corporate combinations and the special applications of measurement and realization principles in such matters as consolidations, conglomerates, pooling of interests, and international operations. *Prerequisites:* ACCT351 and ACCT352. FALL, SPRING-SUMMER.

**ACCT 421 Tax Accounting I (3)**

The study of individual income taxation. Students obtain a broad appreciation of the tax structure and its role, both as a source of revenue and as a device to control the economy. *Prerequisite:* ACCT301 or equivalent. FALL.

**ACCT 422 Tax Accounting II (3)**

The study of business taxation. Topics include the tax consequences of the formation, operation, consolidation and termination of business organizations. *Prerequisite:* ACCT421 or permission of instructor. WINTER.

**ACCT 440 Audit Concepts and Standards (3)**

Deals with the standards, concepts, objectives, techniques, reports, and ethics of both the independent and internal auditor. Special attention is given to statements on auditing procedures, statistical sampling, and EDP in auditing. *Prerequisite:* ACCT301 or equivalent. WINTER.

**ACCT 45A Advanced Auditing (3)**

Sequel to ACCT 440. The study in greater depth and breadth of generally accepted auditing standards and their applications with emphasis on the utilization of statistical methods in auditing and on auditing EDP systems. *Prerequisites:* ACCT440, MIS301, STAT361. SPRING-SUMMER.

**ACCT 450 Governmental Accounting, Budgeting and Finance (3)**

A study of fund accounting used in governmental units, hospitals, colleges, and universities. Includes the study of budgetary accounting, appropriations, encumbrances, internal checks and audits, yardsticks for performance, and public financing for effective administration of these units and organizations. *Prerequisite:* ACCT301. SPRING-SUMMER.

**ACCT 470 Independent Study: . . . (3)**

Independent study is intended to provide better students the opportunity to study a topic of their own choice in accounting under professional supervision. Only the student who is prepared to devote considerable time and effort should undertake an independent study. The student contemplating a course in independent study should first have in mind a definite area for investigation within accounting, and an instructor to sponsors the work. *Prerequisite:* Permission of instructor and dean. Offered based upon demand.

**ACCT 501 Foundations of Accounting (3)**

Studies the concepts of financial and managerial accounting. Develops an ability to understand, interpret and analyze financial data. Includes accounting systems and control, and behavior of cost data. This course satisfies the accounting prerequisite in the M.B.A. program but does not apply as a graduate level course toward the M.B.A. degree. *Prerequisite:* Graduate student status. FALL, WINTER.

**ACCT 530 Accounting and Computer Integration (3)**

Uses computer programming and accounting principles for financial and managerial accounting applications. Specific applications include analysis of performance reports, break-even, job-order cost, and payroll. General system analysis of basic data processing, programming, and accounting records and their integrated applications are included. *Prerequisite:* ACCT355. SPRING-SUMMER.

**ACCT 801 Accounting for Administrative Control (3)**

Offers an in depth exposure to the management control process, including organizing and evaluating data for decision making under conditions of uncertainty. M.B.A. students with a cost accounting background must take ACCT850 Problems in Cost Accounting to satisfy the M.B.A. accounting requirement. A student's requirement will be determined during advisement. *Prerequisite:* ACCT302 or ACCT501. FALL, WINTER, SPRING-SUMMER.

**ACCT 810 Accounting for Health Service Organizations (3)**

Covers accounting applications as utilized in health service institutions. Includes the impact of price level changes, management information systems, various applications of internal control, hospital and governmental administration, various aspects of cost factors pertaining to service oriented institutions and responsibility accounting. Especially designed for CHP health administration students and other students desiring special knowledge in this area. *Prerequisite:* CHP health administration student or permission. Not scheduled to be offered in AY85-86.

**ACCT 820 Accounting Information Systems (3)**

Studies the information dimensions of the decision making process throughout the organization and the role accounting plays. Emphasis is on the conceptual framework within which the system functions and the actual design and implementation of an accounting information system for managing the sole proprietorship, partnership and corporation. *Prerequisite:* ACCT331 or equivalent. Not scheduled to be offered in AY85-86.

**ACCT 830 Financial Reporting Theory (3)**

The study of problems in financial accounting measurement including determination of periodic income, revenue recognition, cost allocation, flow of funds, inventory valuation, depreciation liability recognition and equity measurement. *Prerequisites:* ACCT501 or equivalent; open only to students in professional careers in accounting series. Offered based upon demand.

**ACCT 840 Applied Financial Accounting (3)**

The study of the application of financial accounting principles to such topics as combinations, consolidations, conglomerates, pooling of interests, multinational operations. Governmental accounting will also be discussed. *Prerequisites:* ACCT830; open only to students in professional careers in accounting series. Offered based upon demand.

**ACCT 850 Problems in Cost Accounting (3)**

Exposure to a broad range of cost accounting concepts and cost accumulation. Includes cost accounting concepts for decision making and terminology essential to the cost accountant's role in business. *Prerequisite:* ACCT331 or equivalent, or permission. FALL; offered in other terms based upon demand.

**ACCT 855 Audit Theory and Philosophy (3)**

Deals with the standards, concepts, objectives, techniques, reports, and ethics of both the independent and internal auditor. Special attention is given to statements on auditing procedures, statistical sampling, and EDP in auditing. *Prerequisite:* ACCT501 or equivalent. WINTER; offered in other terms based upon demand.

**ACCT 860 Problems in Tax Accounting (3)**

Offers a managerial approach to taxation through emphasis on tax problems as they affect business enterprise transactions. Considers the tax structure and its role, both as a source of revenue and as a device to control the economy. *Prerequisite:* ACCT501 or equivalent. Offered based upon demand.

**ACCT 870 Independent Study: . . . (3)**

Independent study is intended to provide better students the opportunity to study a topic of their own choice in accounting under professional supervision. Only the student who is prepared to devote considerable time and effort should undertake an independent study. The student contemplating an independent study should first choose a definite area for investigation within accounting and an instructor to sponsor the work. *Prerequisite:* Permission of instructor and dean. Offered based upon demand.



**ACCT 890 Graduate Thesis/Project: . . . (6)†**

Provides an opportunity for intensive study of a problem chosen by the student. A candidate who is approved for the thesis option will be required to orally defend the thesis. The thesis option is limited to outstanding students who have been recommended by a minimum of two faculty in the College of Business and Public Administration and approved by the dean. Students interested in pursuing the doctorate degree in business should select the thesis option. *Prerequisites:* Permission; last trimester of M.B.A. student's program of study. Offered based upon demand.

## Alcoholism Sciences

**ALC 340 Alcoholism: A Study of Addiction (3)**

Provides an overview of the far reaching problem of alcoholism in American society. Covers the causes, symptoms, manifestations and treatment of alcoholism. *Prerequisite:* Not open to students in alcoholism sciences. FALL, WINTER, SPRING-SUMMER.

**ALC 50A Current Topics in Substance Abuse: A Lecture Series (1)**

Provides both majors and non-majors an opportunity to participate in and discuss a variety of current topics relative to substance abuse. The presenters will be experts in the fields of substance abuse treatment and psychopharmacology. Offered based upon demand.

**ALC 50B Substance Abuse and Values (3)**

Focuses on clarification and application of values and on skills in working with clients and students. Covers effective intervention and prevention strategies. Emphasizes application of the material to personal life as well as to professional work. Offered based upon demand.

**ALC 50C Alcohol, Drugs and the Athlete (1)**

Provides information regarding the particular types of denial that the athlete may exhibit, ways in which to detect problems, and alternate approaches for both parents and coaches to utilize in assisting the problem athlete. Offered based upon demand.

**ALC 50E Driving Under the Influence (1)**

Provides an overview of issues affecting the prevention and solution of problems related to driving under the influence of alcohol. Includes discussion of national and state policies; law enforcement; community action; and professional involvement in assessment, education, and treatment of affected individuals. Offered based upon demand.

**ALC 500 Substance Abuse: Current Concepts (3)**

Examines the physiological, psychological, and sociological aspects of drug abuse and includes historical and contemporary patterns. Examines past and present drug abuse treatment modalities and analyzes the factors, and institutions at the local, state, and national level that affect the delivery of drug abuse services. Includes legal and ethical issues in drug abuse. FALL, WINTER, SPRING-SUMMER.

**ALC 501 Alcohol and Subcultures (3)**

Prepares alcoholism counselors to work in a metropolitan area with persons from various cultures. Examines culturally determined values, lifestyles, and expectations underlying the behavior of clients. FALL, WINTER, SPRING-SUMMER.

**ALC 502 Alcoholism Group Treatment Planning (1)**

Studies definitions and goals of group treatment with alcoholics. Emphasizes the facilitator's role in the process, with special attention to an innovative approach utilizing the group in the task of establishing treatment plans and subsequent accountability and evaluation. Offered based upon demand.

**ALC 505 Alcoholism: Recovery Process (3)**

The recovery process for the alcoholic is examined, tracing the stages from isolation through individual and group involvement. Within the context of the recovery process, the student learns the importance of human communication through enhanced awareness of self and others and has the opportunity to experience a simulated recovery process of the alcoholic. *Prerequisite: Permission.* FALL, WINTER, SPRING-SUMMER.

**ALC 51A Drug Use Among the Elderly (1)**

Explores the nature of aging, the aging population, the use or misuse and abuse of alcohol and other drugs among the elderly. Focuses on prevention and treatment issues and programs related to working with the elderly with particular emphasis on development of service networks combining senior citizen and substance abuse services providers. Offered based upon demand.

**ALC 51E Substance Abuse Among the Handicapped (1)**

Provides professionals who work with the handicapped with accurate information about substance use and abuse and provides substance abuse professionals with information on the special needs and problems of the handicapped client. Offered in FALL based upon demand.

**ALC 510 Alcoholism: Biological Bases of Behavior (3)**

Explores the physiological and neurological theories utilized to explain human functioning. *Prerequisite: Permission.* Offered based upon demand.

**ALC 515 Alcoholism: Self-Help Groups (3)**

Focuses on the 12 steps and the 12 traditions of Alcoholics Anonymous as well as the knowledge and skills necessary to effectively refer family, friends, and/or clients to the appropriate self-help group. Other self-help groups will be reviewed briefly. FALL, WINTER.

**ALC 518 Alcoholism: A Systems Approach (3)**

Focuses on the knowledge, skills and attitudes needed for intervening with alcoholics. Topics include tasks and objectives of alcoholism counseling, roles of counselors in a variety of service settings, and contemporary professional concerns of counselors. FALL, WINTER, SPRING-SUMMER.

**ALC 520 Alcoholism and Sexuality (1)**

Emphasizes the relationships among alcoholism, biological functions, personal attitudes, societal attitudes, and psychological/sexual problems. Self awareness exercises and values clarification lead to personal or professional growth in preparation for alcoholism counseling. Offered based upon demand.

**ALC 560 Sobriety Planning (1)**

Focuses on development of a structured recovery program and teaching the patient recovery skills necessary in maintaining abstinence. Deals with responses and attitudes necessary for remission and the relationship between AA and the professional counselor. Offered based upon demand.

**ALC 561 Counseling with Gay and Lesbian Alcoholics (1)**

Examines information and attitude assessment about homosexuality and specific approaches needed when working with gay alcoholics; geared toward the alcoholism counselor. Offered based upon demand.

**ALC 563 Impact of Alcoholism in the Work Place (1)**

Provides an overview of employees' assistance programming and the many elements involved in this process. Emphasizes practical skills and applied knowledge as well as on the necessary supporting theory. Includes research and theories and their application in concrete organizational situations. Offered based upon demand.

- ALC 565 Women and Alcohol (1)**  
Examines women's cycles, divorce, fetal alcoholism syndrome and other subjects related to female alcoholism. Offered based upon demand.
- ALC 566 Milieu Therapy: Creative Therapy Techniques for On-going Treatment (1)**  
Provides the alcoholism counselor with tools to be used with talk therapy in working with the alcoholic and his family. Deals with both individuals and groups. Offered based upon demand.
- ALC 567 Alcohol and Black Americans (1)**  
Focuses upon special problems leading to and resulting from alcoholism in black Americans. Includes special emphasis upon the counselor's role in working with black Americans. Offered based upon demand.
- ALC 568 How To Talk to Children About Drinking (1)**  
Provides an approach to communicating with children about drinking problems. Concentrates on four areas: dealing with children's anger, how a parent can resolve conflict, getting children to listen, and being a consultant to your child. The parent effectiveness theory of Dr. Thomas Gordon forms the basis for this course. Offered based upon demand.
- ALC 569 Substance Abuse and Domestic Violence: Family Dynamics (1)**  
Explores the dynamics of both substance abuse and domestic violence as often related to treatment issues. Examines personality factors, cultural issues, interviewing and intervention techniques. Offered based upon demand.
- ALC 570 Diagnosing Alcoholism: Practical Guidelines (1,2)**  
Provides an understanding of diagnostic methods for differentiating physiological alcoholism in the early, middle, and chronic stages. Also, deals with nonphysiological alcoholism and diagnosis of alcoholism when accompanied by other diseases. Offered based upon demand.
- ALC 571 Alcoholism: Dysfunctional Families (3)**  
Examines the effects of alcoholism upon family relationships. *Prerequisite:* ALC504 or permission. FALL; offered in other terms based upon demand.
- ALC 572 Treating Alcoholism: Clinical Skills Training (1,2)**  
Develops counseling skills for use with alcoholism patients in a clinical setting. Offered based upon demand.
- ALC 573 Counseling for Relapse Prevention (1,2)**  
Develops skills in alcoholism prevention and intervention for the professional counselor. Offered based upon demand.
- ALC 574 Counseling for Family Recovery (1,2)**  
Provides understanding of the family response to alcoholism. Explores methods to facilitate recovery in the alcoholic and change in individual family members, and the family unit. Offered based upon demand.
- ALC 576 Workshop: Teenage Substance Abuse (1)**  
Focuses on understanding prevention and treatment of substance abuse in teenagers. Offered based upon demand.
- ALC 577 Alcoholism, Grief and Recovery (1)**  
Explores the relationships of alcoholism to grief and loss. Examines the dynamics of grief and bereavement, in the experiences of both the active and recovering alcoholic and the alcoholic's family. Examines methods for treatment. Offered based upon demand.

- ALC 578 Educating the Alcoholism Patient (1)**  
Identifies special learning needs of alcoholism patients and methods for meeting those needs. Analyzes what an alcoholism patient needs to know and why. Develops skills for designing and implementing patient education as a part of treatment. Offered based upon demand.
- ALC 579 Interpersonal Aspects of Alcoholism and Recovery (1)**  
Focuses on examining and evaluating the relationship between interpersonal experiences and their relationship to the alcoholism recovery process. Offered based upon demand.
- ALC 580 Drug Interactions for Health Professionals (1)**  
Provides a basic understanding of drug interactions. Includes detection, prevention, and treatment of drug problems. Intended for health professionals involved in patient care drug therapy. *Prerequisite:* Background in a health field. Offered based upon demand.
- ALC 601 Alcoholism: Experimental Approaches to Treatment (1-3)**  
Covers a variety of experimental or controversial approaches being used in alcoholism treatment. Examples include biofeedback, behavioral approaches, controlled drinking, and nutritional approaches. Offered based upon demand.
- ALC 610 Psychopharmacology (3)**  
Reviews the functions of the human nervous system before exploring the basic principles of psychopharmacology. For each classification of psychoactive drugs, students examine the historical patterns of use and development, the physiological mechanisms of action, and the various effects resulting from drug use. *Prerequisite:* Permission. WINTER, SPRING-SUMMER.
- ALC 620 Alcoholism: Social Control Models (2)**  
Considers the role of society in the development and consequences of alcohol use and alcoholism. Reviews various sociological perspectives on the use and abuse of alcohol. Analyzes the social policy implications for the control of alcohol abuse and alcoholism. Offered based upon demand.
- ALC 701 Reality Therapy and Alcoholism Counseling (1)**  
Presents the principles of reality therapy and demonstrates skills that can be utilized in alcoholism counseling. Offered based upon demand.
- ALC 71A Drugs in the Schools (3)**  
Examines the prevalence of substance use and abuse in the schools; the etiology of such use/abuse; the pharmacology of abusable drugs as it relates to the physiological, psychological, and social development of youth; and methods of preventing, intervening, and/or treating substance use/abuse among youth and adolescents. Designed for teachers, counselors, and administrators in K through 12 schools as well as parents and other interested members of the community. Offered based upon demand.
- ALC 720 Substance Abuse Prevention (3)**  
Reviews historical developments in substance abuse prevention strategies. Deals with planning, implementation, and evaluation of both school-based and community-based prevention programs. Considers current prevention strategies and future prospects of prevention programming. FALL, WINTER; offered in SPRING-SUMMER based upon demand.
- ALC 805 Workshop: Adolescents, Alcohol and Abuse (2)**  
Helps school personnel deal with the issues of alcohol use and abuse and with the youth for whom it is a problem. Offered based upon demand.
- ALC 815 Alcoholism: Treatment Issues (3)**  
Examines issues relative to treating alcoholics—common characteristic resistance mechanisms and behavioral disorders. Focuses special attention on personal requisites of counselors. *Prerequisite:* ALC505 or ALC518. FALL, WINTER, SPRING-SUMMER.

**ALC 820 Alcoholism: Alcohol Dependency Workshop (2)**

Emphasizes counseling and guidance for special health education personnel in dealing with alcohol dependency. Will be conducted in nine weekly three-hour sessions plus six months post training evaluation session. Offered based upon demand.

**ALC 825 Etiology and Epidemiology of Substance Abuse (3)**

Selected biological, psychological, and sociocultural perspectives on substance use and abuse are examined. Basic epidemiological research strategies are reviewed. Epidemiological studies on substance use and abuse are evaluated in terms of their implications for etiology, treatment, prevention, and program management. *Prerequisite:* HLPE830, SOSCS90, or STAT520. FALL, WINTER.

**ALC 835 Alcoholism Program Planning, Management, and Evaluation (3)**

Discusses the philosophy and historical development of alcoholism services. Reviews the processes involved in planning, managing, and evaluating alcoholism programs. Topics include proposal writing and funding issues, needs assessment and community analysis, organizational development, leadership styles, decision making, personnel issues, and evaluation strategies. WINTER, SPRING-SUMMER.

**ALC 865 Alcoholism: Internship Seminar (1)**

Problems and issues encountered by students during their internships are presented and constructively critiqued by students and faculty. *Prerequisites:* Candidacy status and concurrent enrollment in HLSC880, *Internship in Alcoholism*. FALL, WINTER, SPRING-SUMMER.

## Anthropology

**ANTH 310 Cultural Anthropology (3)**

An introductory course focusing on the study of people living in small scale and rural societies. FALL, WINTER, SPRING-SUMMER.

**ANTH 411 Urban Anthropology (3)**

Emphasizes anthropological studies of people living in urban settings. Explores the potential use of cultural anthropological tools for understanding human life in urban settings in both developed and developing nations. WINTER; offered in SPRING-SUMMER based upon demand.

**ANTH 50A Anthropology in Film (3)**

Introduction to world cultures, past and present, and to human nature through the use of classic ethnographic films. Focuses on the development of a cross-cultural understanding of central problems of human existence and how different peoples at different times solve them. WINTER; offered in SPRING-SUMMER based upon demand.

**ANTH 51A Heritage: Civilization and the Jews (3)**

An anthropological survey of Jewish culture, thought and history against the backdrop of the civilizations in which the Jews have lived. Using research from archaeology, historical linguistics, and religious ethnography, the course charts the story of the Jews over a 5000-year period and presents major theories of cultural contact and diffusion. Offered based upon demand.

**ANTH 520 Latin American Indians: Past and Present (3)**

Examines different Indian cultures of Latin America and how they have been affected by the western economic, political and sociocultural systems. Not scheduled to be offered in AY85-86.



**ANTH 620 Anthropology for Planners (2,4)**

Teaches how to observe and record the cultural and social features of urban environments (status and ritual, use of space, ethnicity, popular symbols and archetypes, religion, technology and ideology) that are the human bases for future planning. Emphasizes a methodology of impact assessment that is used to project social and cultural consequences of different planning options. Not scheduled to be offered in AY85-86.

**ANTH 80A Visual Models in Anthropology (3)**

Advanced survey of the major subfields of anthropology (physical, archaeological, cultural and linguistic) designed to integrate state-of-the-art discoveries and theoretical insights within each of these specialties through the concentration upon visual models (human form, cosmological schemes, sacred artifacts, semiotics, measures, maps). *Prerequisite:* A bachelor's degree in a discipline suitable to the pursuit of Intercultural Studies (e.g. political science, anthropology, sociology, history, international studies, ethnic studies). WINTER.

## Art

**ART 404 Ceramics (3)**

Covers basic concepts of clay handling. Includes pottery and sculptural forms using hand-building, casting and wheel methods. *Prerequisite:* Not open to art majors. FALL, SPRING-SUMMER.

**ART 410 Artforms (3)**

Designed for those desiring an upper division introduction or review of the concepts, media, norms of criticism, and economics of art. Includes studio tours and museum assignments in addition to readings and classroom lectures. WINTER; offered in other terms based upon demand.

**ART 420 Design: Drawing for Graphic Impact (3)**

Exploration of graphic drawing techniques using a wide range of materials such as pen and ink, ink and wash, and silver point through a series of drafting exercises, emphasis on developing dynamic drawing skills and personal style. *Prerequisite:* Permission. Not scheduled to be offered in AY85-86.

**ART 425 Design: 2-D Design Principles (3)**

An examination of the principles and elements of design with a two dimensional context. Studio assignments will focus on problem solving with the interrelated aspects of line, shape, color, form, value, texture, and space on an advanced level. *Prerequisite:* Permission. SPRING-SUMMER.

**ART 470 Independent Study: . . . (1-4)**

Individual reading, research and/or project in art under the supervision of the faculty. *Prerequisite:* Permission. Offered based upon demand.

**ART 50A Graphic Design Production (3)**

Exploration and manipulation of various graphic design production materials. Development of photographically produced transparencies and subsequent exposure of these transparencies onto graphic design transfer materials. WINTER.

**ART 50B Graphic Design I (3)**

Thorough investigation of graphic layout, different kinds of layouts and scaling. Familiarization with paste-up for a variety of formats and the student's individual solutions to a variety of layout problems. *Prerequisite:* Permission. Not scheduled to be offered in AY85-86.

**ART 50C Graphic Design II (3)**

Continuation of ART 50B with focus on problems of graphic design. Discussion of unified design approaches with emphasis on the student's individual solutions. *Prerequisite:* ART 50B. Not scheduled to be offered in AY85-86.



**ART 500 Topics in Art (1-4)†**

In a series of workshops using outside resources, specific fine and performing arts developments, skills, new creative approaches and issues are considered. Workshops may be repeated for different subjects. *Prerequisite: Specific prerequisite(s) will vary depending on particular workshop. Offered based upon demand.*

**ART 501 Drawing: Life Study (2-4)**

Develops the student's ability to render the human form representationally and abstractly. Students will work in charcoal, various chalks, pencils, and inks. Course may be repeated with instructor's approval. *Prerequisite: Permission.* FALL.

**ART 51A Graphic Design Processes: . . . (2-4)**

Offers students the opportunity to do individualized research in illustration and/or typography. Course may be repeated with permission of instructor. *Prerequisite: Permission.* FALL.

**ART 514 American Art: The Folk Traditions (2,3)**

A survey of early colonial, 18th century, and 19th century architecture, furnishings, crafts and related folk, and ethnic traditions. In addition to lectures and required readings, this course will include student research and oral presentations on selected topics. SPRING-SUMMER.

**ART 516 Modern Art: Great Artists (3)**

Provides an in depth analysis of a select group of master artists of the 20th century. Examines the lives and works of eminent artists of this period and the social, political, and artistic climate in which they worked. Also analyzes thematic and stylistic development, theoretical concerns of the artists, and their influence on other artists. SPRING-SUMMER.

**ART 517 Art Since 1945 (3)**

Examines artistic movements and theories of the western world since 1945. Emphasizes the art of the European and American tradition with some attention to European cultures. Studies contemporary artists, their philosophies and the socio-political and intellectual climate of the period. Analyzes paintings, sculpture, graphic arts and architecture cross-culturally. WINTER.

**ART 518 Women Artists (3)**

An historical survey of western female artists with special emphasis on American female artists of the 19th and 20th centuries. Examines the lives and works of eminent female artists and the social, political, and artistic climate in which they worked. There will be an analysis of the thematic and stylistic development and theoretical concerns of female artists and a comparative analysis between male and female expressions in the visual arts. Not scheduled to be offered in AY85-86.

**ART 519 20th Century Art and Architecture (3)**

Surveys 20th century art and architecture and familiarizes the student with the art, philosophies, socio-political and intellectual climate of the period. Analyzes paintings, sculpture, graphic arts, and architecture from different cultural perspectives. FALL.

**ART 520 Western Art Seminar: . . . (2,3)**

Art objects from European tradition before the 19th century are selected for study with a view to artistic theories and an analysis of symbolic content. Not scheduled to be offered in AY85-86.

**ART 521 Art of the South Pacific (2,3)**

A survey of art from the South Pacific including the islands of Polynesia, Melanesia, Micronesia, and the island-continent of Australia. Examines the stylistic classifications and ethnographic contexts. Not scheduled to be offered in AY85-86.

**ART 523 Pre-Columbian Art: . . . (3)**

Survey of the art and architecture of ancient America with reference to archaeology and early historic descriptions. Emphasizes specific regions listed in course subheading. Students may repeat this course for up to 6 hours under different subheadings. FALL.

**ART 525 Art of First Americans (American Indians) (2-4)**

A survey of North American Indian art from prehistoric contexts to the 19th century with attention to eastern United States, greater southwest, prairies, plains, and Pacific coast. WINTER.

**ART 527 African Art: . . . (3)**

Survey of art in African archaeology and the styles and functions of art in traditional societies of west or central Africa. Students may repeat this course for up to 6 hours under different subheadings. SPRING-SUMMER.

**ART 530 Non-Western Art Seminar: . . . (2,3)**

Art objects from the Far East or Indian Asia are selected for lectures, oral reports and group discussion. The object's relation to specific contexts of human behavior are examined as well as the ramifications of style in noting uniqueness and commonality. May be repeated for up to 6 hours. WINTER.

**ART 531 Sculpture: 3-D Design in Fabrication Processes (3)**

Explores design of three-dimensional forms. Emphasizes the individual's ability to design forms that comply with the principle and requirements of the problems as they are stated and assigned. Deals with the major methods of shaping materials, modeling, constructing, carving and manipulation. *Prerequisites: Sculpture, ceramics, lower division 3-D design or sculpture or a minimum of three lower division art studio courses.* WINTER.

**ART 533 Sculpture: Fiber, Clay, Metal (3)**

Presents techniques of fabrication with combined materials. Deals with clay, metal, and wood in macrame and other fine art fabrication techniques. Students will complete a work. *Prerequisite: Permission.* FALL.

**ART 535 Sculpture: Metal I (2-4)**

Explores the problems of non-ferrous and ferrous metal forming and fabrication theory. Students will solve design problems using various joining methods. Completed works will range from jewelry to small scale sculptures. *Prerequisite: Permission.* FALL.

**ART 539 Sculpture: Advanced Metal Workshop II (2-4)**

Varied metal problems are considered including fusion welding, soldering and casting. Student presents a written proposal indicating the area of metal work to be pursued. *Prerequisites: ART535, and permission.* WINTER.

**ART 541 Sculpture: 3-D Wood (2-4)**

Entails both the applied technical overview and the analysis of theory of approach. Various works and artists will be observed through reading and slides. Emphasizes aesthetics of art form and design. For the student who has intermediate or advanced exposure in sculpture. *Prerequisite: Permission.* SPRING-SUMMER.

**ART 543 Sculpture: Ceramics (3)**

Intermediate treatment of handbuilt clay projects. Combines the problems of sculpture and ceramics. *Prerequisite: Permission.* SPRING-SUMMER.

**ART 545 Sculpture: Advanced Figure Modeling (3)**

An advanced class in modeling from life. Emphasis is on the figure as a total form and sculptural whole. Consideration placed on structure and anatomy of the figure and their relationship to sculptural form. Work proceeds from the building of the armature to the final molding. *Prerequisites: ART531 or ART533 or equivalent; permission.* Not scheduled to be offered in AY85-86.

**ART 555 Painting Composition (2,3)**

For advanced painting students. Specifically emphasizes the problems of composition. Formal concerns of painting as well as other concerns of painting such as content and stimulus will be emphasized. Allows each student to pursue the maximum individual instruction permitted in a formal group course. Course may be repeated with instructor's approval. *Prerequisite: Permission. FALL.*

**ART 558 Painting and Drawing Composition (2,3)**

For advanced undergraduate and graduate students in painting and drawing. Emphasizes the problems of composition and the relationship between painting and drawing. Students are expected to present a written proposal on the content of their paintings. Course may be repeated with instructor's approval. *Prerequisite: Permission. WINTER.*

**ART 561 Painting: Development of a Theme (2-4)**

Students select a theme and/or motif and create works to achieve a painting unified through the development of the theme. *Prerequisite: Permission. SPRING-SUMMER.*

**ART 563 Painting: Special Problems (2-4)**

Students express themselves visually in their works and demonstrate ability to analyze and criticize their works and the works of others. For advanced undergraduate and graduate students in painting. Not scheduled to be offered in AY85-86.

**ART 571 Printmaking Processes: . . . (3,4)**

Offers students the opportunity to do individualized research in lithography and/or serigraphy. Course may be repeated for a total of 9 hours with instructor's approval. *Prerequisite: Permission. WINTER.*

**ART 573 Printmaking: Intaglio, Black-White/Color Woodcut (3,4)**

Offers students the opportunity to do individualized research in intaglio, woodcut and/or color woodcut. Course may be repeated for a total of 9 hours with instructor's approval. *Prerequisite: Permission. FALL, SPRING-SUMMER.*

**ART 581 Printmaking: Advanced Studio (2-4)**

Offers an opportunity for advanced printmaking students to practice and improve printmaking techniques. Individual proposals required from each student will determine the nature of the work to be undertaken for the course. Course may be repeated with instructor's approval. *Prerequisites: ART571, ART573. WINTER, SPRING-SUMMER.*

**ART 592 Aesthetic Education (3)**

An interdisciplinary approach to all the arts, involving the skills of impression and expression. Includes heightening of sensitivity to and perception of beauty and expressiveness in art, artifact, or nature. Offered based upon demand.

**ART 804 Workshop: Integrating the Arts Experience in the Classroom (2)**

Provides teachers with expertise in curriculum design and instructional methodology in the use of the arts to teach core curriculum and develop aesthetic appreciation. Not scheduled to be offered in AY85-86.

**ART 805 Art and Society (3)**

Examines the behavioral aspects of artistic production and the use of art objects in various societies including our own with special emphasis on integrating historical and ethnological data and upon the role and status of artists. Not scheduled to be offered in AY85-86.

**ART 810 Studies in Art: . . . (3)**

Offers graduate students the opportunity to do individualized research in a particular area of art history or art studio. *Prerequisite: Permission. FALL, WINTER.*

**ART 820 Art Seminar: . . . (3)**

Focuses on research approaches, theory, techniques, and materials related to special topics. Designed to prepare students for a professional life and career in art. *Prerequisite:* Permission. SPRING-SUMMER.

**ART 855 Graduate Painting Composition (2,3)**

Specifically emphasizes the student's ability to employ compositional elements and painting. The development of painting compositions will be achieved by a number of preparatory studies and sketches; and final compositions are presented in the paintings. Course may be repeated with instructor's approval. *Prerequisite:* Permission. WINTER.

**ART 86A Sculpture: Graduate Studio (2-4)**

Provides experience with studio problems the student would not ordinarily complete without special assistance. Offers opportunity to work on long-term projects unhampered by the restraints of a strictly formal class. Course may be repeated for up to 6 hours with instructor's approval. *Prerequisite:* Permission. WINTER.

**ART 860 Graduate Printmaking (2-4)**

Allows the graduate student time to perfect skills from intermediate through advanced. Students are expected to work with the professor through class sessions and individual critiques in meeting the graduate intaglio competence. Individual student proposals will determine the nature of the work to be undertaken. Course may be repeated with instructor's permission. *Prerequisite:* Permission. FALL.

**ART 870 Graduate Research: . . . (1-4)**

Individual reading, research and/or project in art under the supervision of the faculty. *Prerequisite:* Permission. Offered based upon demand.

**ART 890 Graduate Thesis/Project: . . . (1-6)**

Provides the student in art the opportunity to synthesize graduate coursework by developing and completing a thesis or project specific to the student's interests in art. *Prerequisite:* Permission of advisor. Offered based upon demand.

## Bilingual-Bicultural Education

**BBED 51A Introduction to Bilingual-Bicultural Communication (3)**

Introduces students to issues of bilingualism, bidialectism, language development, language attitudes, non-verbal communication in bilingual settings, and language assessment. These issues are directly related to the student's own experience through assessment of the student's linguistic proficiency. *Prerequisites:* Successful completion of the GSU writing proficiency exam and the College of Education's reading proficiency exam or permission. Students must have a minimum level of bilingual competency for participation in this course, as determined by the scores on the pre-test. FALL.

**BBED 520 Foundations of Bilingual Education (3)**

Presents an interdisciplinary overview of the history, philosophy, sociology, culture, psychology, and legislation of the field. Deals with current issues of importance to bilingual-bicultural education. Evaluates existing classrooms organizational designs. Requires ten (10) hours of field experience. *Prerequisites:* EDUC310, BBED51A; or permission of instructor. FALL.

**BBED 525 Assessment of Bilingual Students (3)**

Studies current trends in testing and the specific role of tests in the bilingual classroom. Examines selection and interpretation of language, achievement, diagnostic, and intellectual assessments for limited English proficient students. Also discusses current trends and issues relevant to assessment of Bilingual students. *Prerequisite:* BBED520, or permission of instructor. WINTER.

**BBED 530 Methods and Materials for Teaching in Bilingual Programs (3)**

Prepares students to function effectively in a bilingual classroom. Identifies and examines specialized instructional strategies, materials, and evaluation stemming from various theories of teaching and learning. Introduces students to curriculum development including the development of culturally relevant units and lesson plans. Requires ten (10) hours of field experience. *Prerequisites:* BBED520, ELED370; or permission of instructor. WINTER.

**BBED 535 Methods of Teaching Reading and Language Arts to Bilingual-Bicultural Students (3)**

Prepares students to teach language arts and reading in Spanish as well as English as a second language to Spanish speaking, limited English proficient students. Focuses on planning and implementing reading strategies for the following three methods: onomatopoeic, global, and eclectic; and applies the principles of linguistics to the teaching of English pronunciation, structure, and vocabulary to non-native speakers of English. Ten (10) hours of field work required. *Prerequisite:* BBED525. Offered based upon demand.

**BBED 538 Ethnic Minorities in the United States (3)**

An overview of the ethnic minority groups in the United States and their impact on the school curriculum. Reviews concepts, methods, techniques, materials, on the school curriculum. Reviews concepts, methods, techniques, materials, and resources as applied to school settings. SPRING-SUMMER.

**BBED 740 Psychological Implications of Bilingual-Bicultural Education (3)**

Identifies factors, problems, materials and instructional strategies appropriate to the education of bilingual-bicultural children. Offered based upon demand.

**BBED 793 Spanish Language Arts Instruction (2,3)**

Develops Spanish language skills of listening, speaking, reading, and writing for Spanish-speaking children. Students diagnose and remediate language inference in the first and second language. Offered based upon demand.

**BBED 797 Reading Strategies in the Bilingual Classroom (3)**

Develops and enhances knowledge and skills associated with instruction of reading in the bilingual classroom. Students will plan and implement reading strategies. Requires five (5) to ten (10) hours of field work. Offered based upon demand.

## Biology

**BIOL 30A Biological Science Foundations I (3)**

Covers animal classification, cell structure, the concept of the life cycle, and the operations of meiosis and mitosis. Cellular respiration is also covered. Examines animal biology including structure, function and embryonic development from conception to birth. FALL, WINTER.

**BIOL 30B Biological Science Foundations II (3)**

Covers plant classification and plant life cycles; photosynthesis, Mendelian genetics, the structure and operations of DNA, the structure and function of flowering plants, and the fundamental principles of ecology and evolution. *Prerequisite:* BIOL30A. WINTER, SPRING-SUMMER.

**BIOL 30C Biological Science Foundations Laboratory (1)**

Provides a series of laboratory and/or field activities appropriate to the topics covered in Biology 30A and 30B. Emphasizes both knowledge and skills in laboratory operations. *Prerequisite:* BIOL30B or concurrent enrollment. WINTER, SPRING-SUMMER.



**BIOL 315 Animal Behavior (3)**

Covers the study of animal behavior including evolution of behavior, animal perception, learning reproductive ecology and social behavior. Designed specifically for non-science students—science students see BIOL455. Open to all interested students. Offered based upon demand.

**BIOL 316 Plant Diversity Lecture (2)**

Covers the comparative life cycle adaptations found in the plant kingdom. Studies in detail all of the divisions, together with their associated classes and orders. Explores vegetative morphology of gametophytes and sporophytes, the processes of gametogenesis and sporogenesis, propagule dispersal, and methods of asexual reproduction. Illustrates and discusses in detail the life cycles of selected genera. *Prerequisite:* General biology or BIOL30A, BIOL30B, and BIOL30C. FALL.

**BIOL 317 Plant Diversity Laboratory (1)**

Involves laboratory experiments and activities appropriate to the topics covered in BIOL316. Specifically, prepared slides, preserved specimens, and live material are provided for laboratory study. These materials are comprised of selected genera representing the divisions, major classes and orders of the plant kingdom. *Prerequisite:* Concurrent enrollment in BIOL316. FALL.

**BIOL 32A Animal Diversity (2)**

Covers the morphological diversity, life cycles, ecological relationships, and evolutionary adaptations found in the animal kingdom. Examines all of the animal phyla, together with their associated classes in detail. *Prerequisites:* General Biology or BIOL30A, BIOL30B and BIOL30C; concurrent enrollment in BIOL32B. WINTER.

**BIOL 32B Animal Diversity Laboratory (1)**

Includes laboratory experiments and activities correlated with topics covered in BIOL32A. Prepared slides, preserved specimens, and live material are provided for laboratory study. These materials comprise selected genera representing all the phyla of the animal kingdom. *Prerequisites:* General Biology or BIOL30A, BIOL30B, and BIOL30C; and concurrent enrollment in BIOL32A. WINTER.

**BIOL 322 Ecology: Basic Principles (3)**

Examines the major principles of ecology as applied to the functioning of natural ecosystems. Emphasizes population processes, the organization of biotic communities, energy flow, and nutrient cycling in natural environments. Designed for science majors. *Prerequisite:* General biology or BIOL30A and BIOL30B. FALL.

**BIOL 34A Genetics (3)**

Covers meiosis and mitosis, Mendelian genetics, sex determination, linkage and crossing over. Explores in detail the molecular biology of gene structure and expression. Studies also the basic principles of population genetics. *Prerequisites:* General Biology, CHEM322 and CHEM323. Offered based upon demand.

**BIOL 36A Comparative Anatomy (3)**

Introduces the anatomy of the chordates, treating the structure and functioning of the major vertebrate organ systems from a comparative and evolutionary perspective. *Prerequisite:* Zoology, Animal Diversity or equivalent. Offered based upon demand.

**BIOL 36B Comparative Anatomy Laboratory (1)**

Examines in detail the structure of the vertebrate body. Emphasizes the dissection of a series of vertebrate types. *Prerequisite:* Concurrent enrollment in BIOL36A. Offered based upon demand.

**BIOL 37A Cell Biology (2)**

Emphasizes the ultrastructure, biochemical composition, metabolism, and proliferation of cells and considers research techniques used to study cells. *Prerequisites:* General Biology (or permission of instructor) and CHEM322 and CHEM323. FALL.



**BIOL 37B Cell Biology Laboratory (1)**

Covers laboratory experiments and demonstrations associated with BIOL37A. *Prerequisite:* Concurrent enrollment in BIOL37A. FALL.

**BIOL 430 Microbiology (3)**

Considers the function of bacteria and fungi in natural and disturbed environments. Primary emphasis on the techniques for detecting, culturing and identifying bacteria. Introduces the basic morphology and physiology of fungi and bacteria from soil, air, and water. Considers the function of bacteria and fungi in natural and disturbed environments, and introduces the basic morphology and physiology of algae and fungi found in soil, air and water. *Prerequisites:* General biology and chemistry; concurrent enrollment in BIOL431. WINTER.

**BIOL 431 Microbiology Laboratory (1)**

Covers laboratory experiments associated with BIOL430. *Prerequisite:* Concurrent enrollment in BIOL430. WINTER.

**BIOL 444 Physiologic Systems I (2)**

Includes cellular and chemical bases of physiology, and the muscular, cardiovascular and immunological systems. *Prerequisites:* 3 hours of general biology or anatomy & physiology; 3 hours general chemistry. Organic chemistry is strongly recommended. FALL, WINTER.

**BIOL 445 Physiologic Systems I Laboratory (1)**

Covers laboratory experiments associated with BIOL444. *Prerequisite:* Concurrent enrollment in BIOL444. FALL, WINTER.

**BIOL 446 Physiologic Systems II (2)**

Includes renal, pulmonary, nervous and gastrointestinal functions. *Prerequisite:* BIOL444. FALL, WINTER.

**BIOL 447 Physiologic Systems II Laboratory (1)**

Covers laboratory experiments associated with BIOL446. *Prerequisite:* Concurrent enrollment in BIOL446. FALL, WINTER.

**BIOL 45A Animal Physiology Laboratory (1)**

Covers laboratory experiments and demonstrations associated with BIOL450. *Prerequisite:* Concurrent enrollment in BIOL450. WINTER.

**BIOL 450 Animal Physiology (3)**

Emphasizes general physiological principles by examining the cell and organ physiology of major body systems including the nervous, musculoskeletal, immune, cardiovascular, respiratory, digestive, and excretory systems. Considers comparative physiological adaptations where appropriate among specific vertebrate and invertebrate animals. *Prerequisites:* BIOL37A, BIOL37B, CHEM322, and CHEM323. WINTER.

**BIOL 455 Ecology of Animal Behavior (3)**

Introduction to the biology of animal behavior with focus on its evolutionary and ecological bases. Provides concepts necessary for more advanced study in the area. *Prerequisites:* General Biology (lower division); open to science division students only. FALL.

**BIOL 460 Plant Physiology Lecture (3)**

Covers the functional anatomy of cells and tissues of flowering plants. Regarding cells, emphasis is placed on the ultrastructure and function of the plant cell wall. Gross anatomy stresses the functional tissues of roots, stems and leaves. Also covers the physiology of water relations, mineral nutrition, photosynthesis and hormonal regulation of growth and development. *Prerequisites:* BIOL37A, BIOL37B, CHEM322, and CHEM323. WINTER.

**BIOL 461 Plant Physiology Laboratory (1)**

Involves laboratory experiments and activities appropriate to the topics covered in BIOL460. Prepared slides and preserved specimens will be provided for laboratory investigation of the functional anatomy of flowering plants. A variety of experiments on photosynthesis, water potential, mineral nutrition, and hormonal control of growth and development will be performed. *Prerequisite: concurrent enrollment in BIOL460.* WINTER.

**BIOL 470 Independent Study: . . . (1-4)**

Individual reading, research and/or project in biology under the supervision of the faculty. *Prerequisite: Permission.* Offered based upon demand.

**BIOL 480 Internship: . . . (1-4)**

Designed to provide students in biology with supervised practical experiences in applied settings. *Prerequisite: Permission.* Offered based upon demand.

**BIOL 516 Human Genetics—Elementary (3)**

For non-science majors who want to acquire a basic knowledge of the genetic makeup of the human being. Emphasizes the biological basis and social implications for human genetics caused by induced genetic change, radiation, genetic engineering, transplantation problems, and sex-linked inheritance. SPRING-SUMMER.

**BIOL 522 Ornithology (1)**

Introduces ornithology, focusing on the basic morphology, physiology, ecology, and behavior of birds. Places particular emphasis on bird vocalizations, territoriality, life history data, and the structure of bird communities. *Prerequisite: Zoology, Animal Diversity or equivalent; or permission of instructor.* WINTER.

**BIOL 523 Ornithology Laboratory (2)**

Focuses on the identification of birds in the field by both visual and auditory characteristics. Weekly field trips allow students to become familiar with the majority of resident and migratory birds of Northeastern Illinois. *Prerequisites: Concurrent enrollment in BIOL522 and Zoology, Animal Diversity or equivalent; or permission of instructor.* SPRING-SUMMER.

**BIOL 555 Mammalogy (2)**

Emphasizes the common characteristics of mammals generally. Specific attention to the mammals of Illinois in terms of distribution, morphology, physiology, and behavior. *Prerequisites: BIOL322 or equivalent.* FALL.

**BIOL 556 Mammalogy Laboratory (1)**

Provides laboratory experiences associated with BIOL555. *Prerequisite: Concurrent enrollment in BIOL555.* FALL.

**BIOL 560 Plant Systematics (2)**

Covers various systems of classification from both modern and historical perspectives, the effect of evolutionary theory on systematics, for example, parallelism and convergence. Compares phylogenetic and natural systems. Introduces students to a variety of taxonomic keys covering broad and localized geographic areas. *Prerequisite: General biology.* SPRING-SUMMER even years.

**BIOL 561 Plant Systematics Laboratory (1)**

A study of the flowering plants of the Chicago region with emphasis on identification, classification and nomenclature. *Prerequisite: Concurrent enrollment in BIOL560.* SPRING-SUMMER even years.

**BIOL 620 Ecological Methods (2)**

Emphasizes principles and techniques used in the collection and analysis of ecological data. Exposes students to a variety of field methodologies and statistical tools for data analysis. *Prerequisite: BIOL322 or equivalent.* FALL.

**BIOL 621 Ecological Methods Laboratory (1)**

Provides students with extensive experience in the collection and analysis of ecological data. Thorn Creek Nature Preserve, a temperate, deciduous forest community will be the principal study area. *Prerequisite: Concurrent enrollment in BIOL620. FALL.*

**BIOL 632 Aquatic Ecology (2)**

An integrated treatment of Aquatic Ecology, focusing on the chemical, physical and biological processes which structure aquatic environments. *Prerequisite: BIOL322 or equivalent. SPRING-SUMMER.*

**BIOL 633 Aquatic Ecology Laboratory (1)**

Provides a selected set of laboratory and field exercises aimed at illustrating the major processes occurring in aquatic systems. *Prerequisite: Concurrent enrollment in BIOL632. SPRING-SUMMER.*

**BIOL 655 Animal Behavior Field Studies I (2)**

Covers basic concepts and techniques underlying the study of animal behavior in the field. Applies concepts to the actual collection of behavioral data in zoo and field settings. *Prerequisite: BIOL315 or BIOL455. WINTER.*

**BIOL 656 Animal Behavior Field Studies I Laboratory (1)**

Provides field work experiences associated with BIOL655. *Prerequisite: Concurrent enrollment in BIOL655. SPRING-SUMMER.*

**BIOL 666 Plant Microenvironments Lecture (2)**

Covers environmental and endogenous mechanisms controlling the various phases typical of the flowering plant life cycle such as: seed germination, flowering and fruit ripening. Studies the phenomenology of each phase together with the history and current state of research in each phase. *Prerequisites: BIOL460 and BIOL461; CHEM322 and 323 strongly recommended. SPRING-SUMMER.*

**BIOL 667 Plant Microenvironments Laboratory (1)**

Students participate in a series of laboratory and/or field activities appropriate to the topics covered in BIOL666. Each laboratory activity centers on the physiology of a specific phase in the flowering plant life cycle. *Prerequisite: Concurrent enrollment in BIOL666. SPRING-SUMMER.*

**BIOL 74A Comparative Animal Physiology Laboratory (1)**

Covers laboratory experiments and demonstrations associated with BIOL740. *Prerequisite: BIOL740 or concurrent enrollment. SPRING-SUMMER.*

**BIOL 740 Comparative Animal Physiology (2)**

Emphasizes the comparative physiology of specialized adaptations involving osmoregulation, thermoregulation, sensory physiology, altitude and diving physiology, endocrinology, navigation, communication, and energy expenditure. Examines comparative physiological adaptations where appropriate among molluscs, arthropods, fishes, amphibians, reptiles, birds, and mammals. *Prerequisites: BIOL450 and BIOL45A; organic chemistry strongly recommended. WINTER.*

**BIOL 755 Field Studies: Animal Ecology (3)**

In-depth participation in ongoing research on animal ecology being conducted by faculty. Covers the range of practical considerations in doing field research plus extensive focused field experience. Topic rotates year-to-year among faculty involved in animal studies. See listed professor for specific details. *Prerequisites: BIOL655 and BIOL656. SPRING-SUMMER.*

**BIOL 766 Field Studies: Plant Ecology (3)**

Students develop an understanding of the history, vegetation and geology of a natural wildlife habitat. The specific habitat is chosen by the instructor, and it may be terrestrial, aquatic or marine. Emphasis is given to studies of plant ecology of the area, but its geology and human history are also examined. *Prerequisite: Permission.* Offered based upon demand.

**BIOL 801 Terrestrial Biology: Autumn (1)**

Examines the structures and patterns found in the natural world during autumn. Includes using dichotomous keys for plant and insect identification, astronomy of the fall skies, examination of a restored prairie, migratory bird identification and mapping skills. Techniques for monitoring a natural site will be presented. Offers classroom activities in mathematics, literature, and related arts. A weekend field study course designed for teachers. Offered based upon demand.

**BIOL 802 Terrestrial Biology: Winter (1)**

An outdoor education workshop exploring the unique opportunities for wonder, delight, and mystery allowed only by winter. Activities in tracking, winter literature, energy implications, astronomy, snow, ice, and tree and twig identification will be presented. Offered based upon demand.

**BIOL 803 Terrestrial Biology: Spring (1)**

An outdoor education workshop providing the background information and activities for exploring the emergence aspects of the spring season. Weather, astronomy, pond water, plant identification, animal studies, and literature related to spring will be covered. Offered based upon demand.

**BIOL 804 Terrestrial Biology: Summer (1)**

An outdoor education workshop providing background information and activities for exploring the emergence aspects of the summer season. Weather, astronomy, pond water, plant identification, animal studies, and literature related to summer will be covered. Offered based upon demand.

**BIOL 822 Population Biology (4)**

Studies the major current hypotheses of animal population regulation. Readings cover population dynamics, ecology of predation/competition and possible roles of internal physio-behavioral mechanisms such as stress and dispersal. *Prerequisites: BIOL322 & BIOL455 or equivalents.* WINTER.

**BIOL 855 Experimental Design for Laboratory and Field (3)**

Covers traditional as well as more advanced experimental designs. Deals with the relationships among the various designs and statistical analysis and the writing of research papers. WINTER.

**BIOL 856 Seminar in Animal Ecology (2)**

For students interested in pursuing research on a special animal or behavior pattern(s). *Prerequisite: BIOL655 or permission.* FALL.

**BIOL 866 Seminar in Plant Ecology (2)**

Reviews the literature in various areas of plant ecology. Student selects a topic from among three broad areas: plant-plant interactions, plant-animal interactions, and plant-environment interactions and reviews the available literature. Students present a synopsis of the literature in the form of a seminar and a written report. *Prerequisite: Permission.* WINTER odd years.

**BIOL 870 Graduate Research: . . . (1-4)**

Individual reading, research and/or project in biology under the supervision of the faculty. *Prerequisite: Permission.* Offered based upon demand.

**BIOL 880 Internship: . . . (1-4)**

Designed to provide students in biology with supervised practical experiences in applied settings. *Prerequisite: Permission.* Offered based upon demand.

**BIOL 890 Graduate Thesis/Project: . . . (1-6)**

Provides the student in biology the opportunity to synthesize graduate coursework by developing and completing a thesis or project specific to the student's interests in biology. *Prerequisite: Permission of advisor.* Offered based upon demand.

**BIOL 899 Thesis Presentation in Biology (1)**

Students provide oral and written accounts of their theses. The oral accounts will be seminars on their research projects in a format similar to the presentation of papers at professional meetings. The written account will follow thesis guidelines for graduate level work. Students should enroll during the final trimester of their research or the following trimester. *Prerequisite: Permission of advisor.* FALL, WINTER, SPRING-SUMMER.

## Business Education

**BUED 360 Business Communication (3)**

Presents a comprehensive treatment of basic principles of verbal and nonverbal business communications, including business letters, memoranda, reports, oral communication, and technical report writing. *Prerequisite: ENGL381 or equivalent.* FALL, WINTER, SPRING-SUMMER.

**BUED 451 Principles and Problems in Business Education (3)**

Designed to acquaint students with the evolution and philosophy of business education. Includes the status, structure, and problems related to the current business education curriculum. SPRING-SUMMER.

**BUED 452 Methods of Teaching Basic Business (3)**

Deals with methods and techniques of creating, facilitating, and administering effective teaching and learning experiences in basic business. *Prerequisites: College coursework in accounting, business law, economics, marketing and/or management.* FALL.

**BUED 453 Methods of Teaching Office Skill Subjects (3)**

Deals with methods, arrangements, content, objectives, materials, standards, and techniques of teaching shorthand, typewriting, and other office education skills. *Prerequisites: Typewriting and/or shorthand.* WINTER.

**BUED 454 Methods of Teaching Bookkeeping and Related Subjects (3)**

Deals with methods and techniques of creating, facilitating, and administering effective teaching-learning experiences in bookkeeping, accounting and the like. *Prerequisite: Accounting, 3 credit hours.* SPRING-SUMMER.

**BUED 470 Independent Study: . . . (3)**

Independent study is intended to provide better students the opportunity to study a topic of their own choice in business education under professional supervision; only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within business education, and an instructor to sponsor the work. *Prerequisite: Permission of instructor and dean.* Offered based upon demand.

**BUED 490 Field Experience: Business Education (3)**

Enables students to experience the ongoing office operations in educational institutions. Limited to undergraduate students in the business teacher education major. *Prerequisites: BUED451 and BUED452.* Offered based upon demand.



**BUED 495 Practicum in Business Education (6)†**

Synthesizing experience for business teacher education students. Provides the opportunity to gain new knowledge and insights in a secondary school setting. (Students must apply for the practicum no later than three months prior to the trimester in which they plan to enroll for the practicum.) *Prerequisites:* BUED451, BUED452, EDUC310, and PSYC320. Offered based upon demand.

**BUED 808 Word Processing and Spreadsheets in Business Education (3)**

Focuses on advanced features of both the Apple Writer II\* and VisiCalc\*. Emphasizes production of various documents using both packages. *Prerequisite:* BUED830 or equivalent. Offered based upon demand.

\*VisiCalc is the registered trademark of Personal Software, Inc.; Apple Writer II is the registered trademark of Apple Computer, Inc.

**BUED 80F Database Management in Business Education (3)**

Introduces teachers and administrators to the concept of databases, development of databases and factors to be considered in managing database systems. *Prerequisites:* BUED808 and BUED830. Offered based upon demand.

**BUED 810 Survey of Business, Consumer, and Vocational Education (3)**

Acquaints students with the major issues in selected subjects. Deals with current business education, with special emphasis on consumer and vocational education topics. Offered based upon demand.

**BUED 815 Research in Business Education (3)**

Enables students to gain familiarity with methods of research in education for business and provides for examination and evaluation of significant research studies in business education. Offered based upon demand.

**BUED 820 Methods of Teaching Business Nonskill Subjects (3)**

Deals with facilitating effective learning situations in the teaching of business nonskill subjects and provides the opportunity for analyzing the elements and patterns of curriculum plans. Offered based upon demand.

**BUED 822 Methods of Teaching Business Skill Subjects (3)**

Analysis of methods, arrangements, and techniques of creating, administering, and facilitating effective learning situations in the teaching of business skill subjects. *Prerequisite:* Permission. Offered based upon demand.

**BUED 830 Seminar in Business Education: . . . (3)**

Advanced study of concepts and methodology pertinent to selected aspects of business education. Current research and practices in the field will be used extensively. See schedule for special topic(s). Offered based upon demand.

**BUED 832 Seminar in Office Education: . . . (3)**

Advanced study of concepts and methodology pertinent to selected aspects of office education. Current research and practices in the field will be used extensively. See schedule for special topic(s). Offered based upon demand.

**BUED 835 Innovative Methods in Business Education (3)**

Explores current research and teaching practices relating to the development and classroom use of individualized instruction, large-group and small-group methods, audio-visual techniques, games and other modes of innovative instruction in business education. Assesses value and relevance of innovative methods in business education. Offered based upon demand.



**BUED 840 Organization and Administration of Cooperative Business Education Programs (3)**

Deals with designing and implementing a total cooperative business education program including curricula. Discusses vocational education laws, identifying and securing training sites, preparing an effective training plan, and implementing effective public relations. Offered based upon demand.

**BUED 845 Coordinating Techniques of Cooperative Vocational Education Programs (3)**

This is the second of two courses required for high school teacher-coordinators to be certified with the Illinois State Vocational Education Department. Focuses on the development of program policy, functions with school and community personnel and recruitment and selection of students. Also includes location and development of training stations, placement of students, and legal considerations and related instructions. Offered based upon demand.

**BUED 870 Independent Study: . . . (3)**

Independent study is intended to provide better students with the opportunity to study a topic of their own choice in business education under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within business education, and an instructor to sponsor the work. *Prerequisite: Permission of instructor and dean.* Offered based upon demand.

**BUED 890 Graduate Thesis/Project: . . . (3)†**

Provides an opportunity for intensive study of a problem chosen by the student. A candidate who is approved for the thesis option will be required to orally defend the thesis. The thesis option is limited to outstanding students who have been recommended by a minimum of two faculty in the College of Business and Public Administration and approved by the dean. Students interested in pursuing the doctorate degree in business should select the thesis option. *Prerequisite: Permission of advisor or committee.* Offered based upon demand.

## Business Law

**BLAW 320 Legal Environment of Administration (3)**

Focuses on public law and the organization. Examines the organization's relationship to employees, customers/clients, competitors, governmental bodies, and the public interest. Discusses administrative law policy and procedure in such substantive areas as labor law, consumer protection, antitrust, securities law, and environmental protection. FALL, WINTER.

**BLAW 325 Business Law I (3)**

An introduction to the American legal system followed by study of the following substantive areas of law: Contracts, personal property, bailments, sales, agency. The principles discussed are applicable to personal as well as business use and nonbusiness students wanting to become more knowledgeable "consumers of law" are encouraged to enroll. FALL, WINTER, SPRING-SUMMER.

**BLAW 326 Business Law II (3)**

The study of law relating to business organization and the financing of transactions. Topics include partnerships, corporations, securities regulation, commercial paper, credit secured transactions and bankruptcy. *Prerequisite: BLAW325.* FALL, WINTER, SPRING-SUMMER.

# Chemistry

## **CHEM 30A Chemical Science Foundations I (3)**

Introduces the fundamental principles of chemical science and examines material changes in our universe that are the result of chemical processes. Designed for non-science majors. *Prerequisite:* MATH310. FALL.

## **CHEM 30B Chemical Science Foundations Laboratory (3)**

Covers basic laboratory techniques as performed on a variety of samples. Illustrates fundamental chemical principles and environmental analysis through laboratory experiments. Designed for education majors. *Prerequisite:* CHEM30A, or equivalent. WINTER.

## **CHEM 30C Chemical Science Foundations II (3)**

Continuation of CHEM30A. Covers chemical reactions, equilibrium, reaction rates, carbon chemistry, and introduction to the chemistry of living systems. *Prerequisite:* CHEM30A. WINTER.

## **CHEM 31A Analytical Chemistry (3)**

Covers fundamental methods of chemical analysis. Discusses acid-base, solubility and redox equilibrium, volumetric, gravimetric, potentiometric, and spectrophotometric analytical methods and separation techniques. *Prerequisites:* One year of freshman chemistry with laboratory, algebra, and concurrent enrollment in CHEM31B. SPRING-SUMMER.

## **CHEM 31B Analytical Chemistry Laboratory (1)**

Covers laboratory experiments associated with CHEM31A. Classical laboratory techniques including volumetric titrations, gravimetric analysis, potentiometry, spectrometric analysis, and chemical separations are performed. *Prerequisite:* Concurrent enrollment in CHEM31A. SPRING-SUMMER.

## **CHEM 322 Organic Chemistry Lecture (3)**

One trimester survey course in organic chemistry designed for students in related fields as well as those interested in chemistry. Organic functional groups are emphasized. *Prerequisite:* One year of general chemistry. FALL, WINTER.

## **CHEM 323 Organic Chemistry Laboratory (1)**

Covers laboratory experiments associated with CHEM322. *Prerequisite:* Concurrent enrollment in CHEM322. FALL, WINTER.

## **CHEM 366 Physical Chemistry I: Lecture (3)**

Covers properties and theories of gases, mechanisms of atoms and molecules, molecular energies, and the laws of thermodynamics. Conducted in a lecture/problem solving format. *Prerequisites:* Differential and integral calculus and two semesters of general chemistry, and one semester of analytical chemistry. FALL.

## **CHEM 367 Physical Chemistry I: Laboratory (1)**

Laboratory experiments are performed covering molecular weight determinations using a high vacuum line, heats of solution using a solution calorimeter, heats of combustion using a bomb calorimeter and elementary laboratory glass blowing. *Prerequisite:* CHEM366 or concurrently. FALL.

## **CHEM 368 Physical Chemistry II: Lecture (3)**

Continuation of CHEM366. Theory includes chemical equilibria, phase equilibria, and multi-component systems, elementary kinetics, elementary electrochemistry and elementary photochemistry conducted in a lecture/problem solving format. *Prerequisite:* CHEM366. WINTER.

**CHEM 369 Physical Chemistry II: Laboratory (1)**

Laboratory experiments are performed covering the determination of an equilibrium constant using a UV-VIS spectrophotometer, colligative properties using a freezing point depression and a boiling elevation apparatus and kinetics using a polarimeter. *Prerequisite:* CHEM368 or concurrently. WINTER.

**CHEM 426 Instrumental Analysis (3)**

Surveys basic instrumental analysis including gas chromatography, liquid chromatography, atomic absorption spectroscopy, infra-red and ultra-violet spectroscopy and nuclear magnetic resonance spectrometry. *Prerequisites:* One year each analytical chemistry and organic chemistry. FALL.

**CHEM 427 Instrumental Analysis Laboratory (1)**

Covers laboratory experiments associated with CHEM426. *Prerequisite:* Concurrent enrollment in CHEM426. FALL.

**CHEM 43A Advanced Inorganic Chemistry Laboratory (1)**

An introduction to the experimental study of the synthesis, decomposition, and stability of a variety of inorganic compounds. *Prerequisite:* CHEM433 or concurrent enrollment. FALL even years.

**CHEM 433 Advanced Inorganic Chemistry (3)**

Focuses on the structure and bonding of inorganic compounds, extension of acid-base theory, coordination chemistry, and the descriptive chemistry of selected elements. A systematic approach based on the theoretical and empirical generalizations inherent in the periodic table. *Prerequisite:* CHEM368. FALL even years.

**CHEM 45A Chemical Literature (1)**

Acquaints students with major sources in chemical information literature, and provides guidance and practice in their efficient utilization. Includes use of indexes, abstracts, the card catalog, computer database searching and other sources to identify specific information resources in chemistry. Studies how information is organized and stored for retrieval as well as specialized data compilations such as the *Sadtler Standard Spectra*. Includes on-line computer search of *Chemical Abstracts*. *Prerequisites:* One year each of general chemistry and organic chemistry; open to chemistry majors only. SPRING-SUMMER.

**CHEM 470 Independent Study: . . . (1-4)**

Individual reading, research and/or project in chemistry under the supervision of the faculty. *Prerequisite:* Permission. Offered based upon demand.

**CHEM 480 Internship: . . . (1-4)**

Designed to provide students in chemistry with supervised practical experiences in applied settings. *Prerequisite:* Permission. Offered based upon demand.

**CHEM 505 Environmental Chemistry Lecture (3)**

Covers chemical principles and their application to environmental problems. Topics include: the source, chemical composition, nature and effects of principal pollutants. Also covers the treatment and disposal of domestic and industrial waste and techniques for detecting and analyzing chemical pollutants. *Prerequisites:* CHEM323 and CHEM427. SPRING-SUMMER.

**CHEM 506 Environmental Chemistry Laboratory (2)**

Practical work with highly analytical chemistry content to monitor the environment. Analytical methods involve gathering and storage of environmental samples for chemical analysis; chromatographic and other techniques for the separation of chemical compounds; and computational methods for presenting analytical results and assessing their precision, accuracy and significance. *Prerequisite:* CHEM505 or concurrent enrollment. SPRING-SUMMER.

**CHEM 510 Water Quality Analysis (2)**

Examines the application of chemical analysis techniques to determine the levels of beneficial and undesirable impurities in natural water systems. Focuses on the most common chemical analyses performed in the assessment of water quality and includes the study of sampling techniques, sample preservation measures, and laboratory procedures. Covers chemical reaction processes relevant to understanding both the analysis techniques and environmental significance of properties/constituents being measured. *Prerequisite:* Analytical chemistry. SPRING-SUMMER.

**CHEM 511 Water Quality Analysis Laboratory (1)**

Covers laboratory experiments associated with ESCI595. *Prerequisite:* Concurrent enrollment in CHEM510. SPRING-SUMMER.

**CHEM 522 Advanced Organic Chemistry (3)**

A one trimester advanced topic course in organic chemistry. Organic reaction mechanisms are emphasized. *Prerequisite:* CHEM322 or equivalent. WINTER.

**CHEM 523 Advanced Organic Chemistry Laboratory (1)**

Covers laboratory experiments associated with CHEM522. *Prerequisite:* Concurrent enrollment in CHEM522. WINTER.

**CHEM 53A Physical Chemistry III (3)**

An introduction to the quantum theory of atoms, molecules, and crystals, the quantum theory of valence, atomic and molecular spectroscopy, statistical mechanics and thermodynamics, and intermolecular forces. *Prerequisite:* CHEM368. Offered based upon demand.

**CHEM 544 Biochemistry: Lecture (3)**

An introduction to biochemistry, including enzymes, reaction sequences and control mechanisms. *Prerequisite:* One year organic chemistry or permission. SPRING-SUMMER.

**CHEM 545 Biochemistry: Laboratory (1)**

Laboratory component of CHEM544. *Prerequisite:* CHEM544 must be taken concurrently. WINTER, SPRING-SUMMER.

**CHEM 55A Polymer Chemistry (3)**

Introduction to polymer science covering basic concepts, basic structures, kinds of polymerization, copolymerization, stereochemistry, physical states and transitions, solubility, molecular weight, viscous flow, mechanical properties, structure-property relationships, degradation and stabilization, additives, analysis and identification, technology of plastics, fibers, elastomers, and coatings. *Prerequisites:* Organic and physical chemistry. SPRING-SUMMER odd years.

**CHEM 555 Electrochemistry (2)**

Theory and application of electrochemical techniques to analysis of environmental materials. Includes potentiometry, voltammetry, and recent modifications. *Prerequisite:* CHEM368. FALL.

**CHEM 556 Electrochemistry Laboratory (1)**

Covers laboratory experiments associated with CHEM555. *Prerequisite:* Concurrent enrollment in CHEM555. FALL.

**CHEM 566 Radiochemistry (2)**

An introduction to radioactivity theory, interactions of radiation with matter, use of detection equipment and applications of radiochemical techniques to chemical and environmental problems. *Prerequisites:* CHEM368, or analytical chemistry, physics and calculus. SPRING-SUMMER even years.

**CHEM 567 Radiochemistry Laboratory (1)**

Covers laboratory experiments associated with CHEM566. Equipment used includes geiger counters, liquid scintillation counter and a gamma-ray detector. *Prerequisite:* Concurrent enrollment in CHEM566. SPRING-SUMMER even years.

**CHEM 622 Chromatography (3)**

Examines the theory of chromatographic separations with basic experimental work with thin-layer chromatography and gas-liquid chromatography. *Prerequisites:* Analytical and organic chemistry. WINTER.

**CHEM 623 Chromatography Laboratory (1)**

Covers laboratory experiments associated with CHEM622. *Prerequisite:* Concurrent enrollment in CHEM622. WINTER.

**CHEM 666 Spectrochemistry (3)**

Covers modern optical methods of analysis from the microwave to the gamma-ray region of the electromagnetic spectrum. Topics include spectroscopy associated with ultraviolet/visible, infrared, emission, flame, atomic absorption, atomic fluorescence, Raman, microwave, fluorescence, phosphorescence, refractometry, spectropolarimetry, circular dichroism, turbidimetry, nephelometry, x-ray, nuclear magnetic resonance, electron spin resonance, gamma-ray and Mossbauer techniques. *Prerequisites:* Analytical chemistry and one year of organic chemistry. WINTER.

**CHEM 667 Spectrochemistry Laboratory (2)**

Covers laboratory experiments associated with CHEM666. Hands-on experience with the A.A., UV-VIS, IR, NMR and fluorescence spectrometers are available through comprehensive laboratory experiments. *Prerequisite:* Concurrent enrollment in CHEM666. WINTER.

**CHEM 744 Analytical Biochemistry (2)**

Presents basic procedures for cell fractionation and for isolation and characterization of biopolymers. *Prerequisite:* CHEM544. WINTER.

**CHEM 745 Analytical Biochemistry Laboratory (1)**

Covers laboratory experiments associated with CHEM744. Student isolates organelles and biopolymers and characterizes them by techniques which include photomicrography, spectrophotometry, poly acrylamide electrophoresis, fluorometry, nephelometry and ultracentrifugation. *Prerequisite:* Concurrent enrollment in CHEM744. WINTER.

**CHEM 801 Chemistry Models Workshop (1)**

A workshop on the construction of molecular and ionic, atomic and molecular orbital space-filling models. Designed for high school and college chemistry teachers. *Prerequisite:* Background in chemistry appropriate to high school and college chemistry teachers. Offered based upon demand.

**CHEM 822 Gas Chromatography/Mass Spectra (3)**

Examines the theory and practice of gas, liquid chromatography/mass spectrometry. Environmental samples are routinely used for analysis. *Prerequisite:* CHEM622. SPRING-SUMMER.

**CHEM 862 Photochemistry (3)**

A study of the laws and theory of photochemistry. Topics include the theory of the excited state, electronic spectra of excited states, transients and their behavior, experimental techniques, photochemical processes in the gas phase, mechanisms of organic photochemical reactions, photochromism and industrial applications. Laboratory experiments give practical experience to the theory covered in class. NOTE: This is not a photography course, for that see PHOT510. *Prerequisites:* CHEM368 and CHEM666. SPRING-SUMMER.



**CHEM 866 Chemical Equilibrium Theory (3)**

Examines the chemical composition of aquatic systems, including interactions between constituents treated according to rigorous equilibrium, formulations and graphical approximations. Emphasis on acid-base, redox, solubility, and complexation. *Prerequisite:* CHEM368 or equivalent; and concurrent enrollment in CHEM867. FALL even years.

**CHEM 867 Chemical Equilibrium Theory: Laboratory (1)**

A computational laboratory to accompany CHEM866. Introduces students to the use of computer programs designed to facilitate computations derived from the theoretical concepts covered in the lecture course. Activities include instruction on the use of appropriate computer hardware and software, demonstrations of problem solving techniques, and in-class problem assignments. *Prerequisite:* Concurrent enrollment in CHEM866. FALL even years.

**CHEM 870 Graduate Research: . . . (1-4)**

Individual reading, research and/or project in chemistry under the supervision of the faculty. *Prerequisite:* Permission. Offered based upon demand.

**CHEM 880 Internship: . . . (1-4)**

Designed to provide students in chemistry with supervised practical experiences in applied settings. *Prerequisite:* Permission. Offered based upon demand.

**CHEM 890 Graduate Thesis/Project: . . . (1-6)**

Provides the student in chemistry the opportunity to synthesize graduate coursework by developing and completing a thesis or project specific to the student's interests in chemistry. *Prerequisite:* Permission of advisor. Offered based upon demand.

**CHEM 899 Thesis Presentation in Chemistry (1)**

Students completing their graduate thesis will present a seminar on their research project in a format similar to a presentation of a paper at a professional meeting. Students should enroll during their final trimester of thesis research or for the following trimester. *Prerequisite:* Permission of advisor. FALL, WINTER, SPRING-SUMMER.

## Communication Disorders

**CDIS 304 Phonetics (3)**

Studies the transcription of speech using the international phonetic alphabet and the manner, type, and place of articulation of each of the sounds of American speech. FALL.

**CDIS 310 Introduction to Communication Disorders (3)**

Study of the four major types of communication disorders, their effects on the communicatively impaired individual, and basic remediation programs. FALL, offered in other terms based upon demand.

**CDIS 322 Speech and Language Development (3)**

Study of the normal development of speech and language, the processes that affect this development, and basic concepts of linguistics and psycholinguistics. FALL.

**CDIS 330 Hearing Science (3)**

Study of sound generation and transmission, instrumentation, anatomy and physiology of the hearing mechanism, psychoacoustics, psychophysical methods, and acoustics of speech. WINTER.

**CDIS 345 Speech Physiology (3)**

Examines the anatomy, physiology, and neurology of the process of respiration, resonance, phonation and articulation in speech and language production. *Prerequisite:* CDIS310. FALL.



**CDIS      350      Analysis of Verbal Behavior (3)**

Introduces principles of behavior therapy. Emphasizes processes involved in reinforcement, punishment, escape and avoidance behavior. Class project requires application of behavior principles to the analysis of normal speech and language behavior. FALL, SPRING-SUMMER; offered in WINTER based upon demand.

**CDIS      401      Articulation Disorders (3)**

Focuses on the study of normal and disordered articulation, including evaluation and management procedures for persons with articulation disorders. *Prerequisites:* CDIS304, CDIS310, and CDIS322. WINTER.

**CDIS      410      Introduction to Clinical Audiology (3)**

Introduction to audiometric acoustics and instrumentation, basic pure tone threshold testing, basic speech audiometry. *Prerequisite:* CDIS330. SPRING-SUMMER.

**CDIS      420      Introduction to Rehabilitative Audiology (3)**

Introductory examination of amplification, auditory training, speech reading, speech and language of the hearing impaired, as well as education of the hearing impaired. *Prerequisite:* CDIS 330. SPRING-SUMMER.

**CDIS      430      Diagnostic Methods in Communication Disorders (3)**

Examines formal and informal procedures for assessing disorders of human communication. Covers report writing, administering an oral peripheral examination, gathering case history information and conducting an interview. *Prerequisites:* CDIS304, CDIS310, CDIS322, AND CDIS401. WINTER, SPRING-SUMMER.

**CDIS      440      American Dialects: Issues and Educational Implications (3)**

Covers the major sociolinguistic concepts and applies them to the analysis of dialectal differences and the cultures from which they were derived. WINTER, offered in other terms based upon demand.

**CDIS      470      Independent Study: . . . (1-8)**

Individual reading, research and/or project in communication disorders under the supervision of the faculty. *Prerequisite:* Permission. Offered based upon demand.

**CDIS      480      Internship: . . . (1-8)**

Designed to provide students in communication disorders with supervised practical experiences in applied settings. *Prerequisite:* Permission. Offered based upon demand.

**CDIS      510      Speech and Language Characteristics of Exceptional Students (3)**

Study of normal and disordered speech and language development with special emphasis on aspects relevant to classroom teachers, and special educators. SPRING-SUMMER, offered in other terms based upon demand.

**CDIS      522      Manual Communication (3)**

Covers concepts and applied methods in manual communication/sign language. Applications of the concepts to various clinical groups are considered, with emphasis on the hearing impaired. Not scheduled to be offered in AY85-86.

**CDIS      80A      Nonspeech Communication: Comprehensive Program Planning (3)**

Addresses the expanding field of communication systems for nonspeaking individuals. Stresses the areas of assessment, selection techniques, determination of symbol systems, design of communication aides, and the use of devices in the classroom and living environments. Designed for Speech-Language Pathologists and Special Educators. *Prerequisites:* CDIS813 for speech-language pathologists, or SPED510 for special educators, or equivalents. Offered based upon demand.

**CDIS 80B Recent Developments in Fluency Disorders (3)**

Emphasizes therapeutic applications of recent advances in research on stuttering. Designed for practicing speech/language pathologist, it covers current clinical and scientific issues in dysfluency. *Prerequisite: CDIS825 or equivalent.* Offered based upon demand.

**CDIS 80E Recent Developments in Clinical Audiology (3)**

Reviews recent literature in diagnostic audiology. Topics vary. Designed for practicing audiologists, it focuses on current, innovative advances in clinical audiology. *Prerequisite: CDIS820 or equivalent.* Offered based upon demand.

**CDIS 80F Recent Developments in Adult Neurologic Speech and Language Disorders (3)**

Focuses on recent research literature in aphasia, dysarthria, and apraxia and applied therapeutic intervention strategies. Designed for practicing speech/language pathologists, it explores current clinical and scientific issues in speech and language disorders resulting from neurological impairment. *Prerequisites: CDIS836 or equivalents.* Offered based upon demand.

**CDIS 80G Recent Developments in Rehabilitative Audiology (3)**

Review and update of developments in assessment and therapeutic intervention with hearing-disordered children and adults. *Prerequisite: A graduate course in rehabilitative audiology.* Offered based upon demand.

**CDIS 800 Current Trends in Public School Speech-Language Pathology (3)**

Focuses on recent developments in diagnostic and therapeutic procedures as well as on professional issues such as public law 94-142. Designed for school speech pathologists. *Prerequisite: Bachelor's or master's degree in speech pathology.* Not scheduled to be offered in AY85-86.

**CDIS 801 Recent Developments in Childhood Language Disorders (3)**

Emphasizes current clinical practice in language disorders and related conditions. Review of recent literature and presentations will cover diagnostic and therapeutic procedures. Designed for speech-language pathologists. *Prerequisite: Bachelor's or master's degree in speech pathology.* Offered based upon demand.

**CDIS 803 Recent Developments in Organic Speech Disorders (3)**

Review of recent literature in craniofacial anomalies, laryngectomy, dysphagia, and myofunctional problems. Considers etiologies and therapeutic procedures for organic disorders. *Prerequisite: Bachelor's or master's degree in speech pathology or audiology.* Not scheduled to be offered in AY85-86.

**CDIS 804 Supervision in Special Education for Speech Pathologists (3)**

Prepares speech pathologists to engage in the supervision of public school speech therapy programs; covers rules and regulations in special education program planning, budgeting and hiring. Attention given to community relations. *Prerequisite: Bachelor's or master's degree in speech pathology.* Not scheduled to be offered in AY85-86.

**CDIS 807 Behavior Principles in Speech-Language Pathology, III (1)**

Reviews basic behavioral concepts and general applications. Emphasizes methods in therapy for the communicatively impaired. Reviews relevant literature in behavior management of speech and language problems, and emphasizes methods of recording and analyzing communicative behavior as well as modification procedures. Discussion of materials and devices available commercially along with individually developed materials. *Prerequisite: Basic courses in speech pathology.* Not scheduled to be offered in AY85-86.

**CDIS 81A Topics in Phonologic Disorders (3)**

Review and update of developments in assessment and therapeutic intervention with phonologically disordered children and adults. *Prerequisites: CDIS401 and CDIS 854 or equivalents.* Offered based upon demand.

**CDIS      818      Topics in Voice Disorders (3)**

Review and update of developments in assessment and therapeutic intervention with vocally disordered children and adults. *Prerequisites:* CDIS810 and CDIS858, or equivalents. Offered based upon demand.

**CDIS      810      Voice Disorders (3)**

Covers the investigation of functional and organic voice disorders, including causes, acoustic products, and physiologic correlates. Examines diagnostic and management procedures. *Prerequisites:* CDIS310, CDIS330, and CDIS345. FALL, WINTER.

**CDIS      813      Language Disorders of Children (3)**

Examines the major clinical syndromes associated with language disorders of children. Emphasizes diagnostic and remediation procedures. *Prerequisites:* CDIS310, CDIS322, and CDIS350. FALL, SPRING-SUMMER; offered in WINTER based upon demand.

**CDIS      816      History, Philosophy, and Professional Aspects of Communication Disorders (3)**

Study of the history of the field, influences of related disciplines and the current status of certification, licensure, and third-party payments. *Prerequisites:* CDIS345, CDIS410, CDIS430, CDIS810, and CDIS813. FALL, SPRING-SUMMER.

**CDIS      818      Behavior Principles in Communication Disorders (3)**

Applies behavior principles to the evaluation and remediation of speech and language disorders. Presents methods of analyzing and recording communicative behavior. Emphasizes techniques of writing behavioral objectives and individual education plans for therapeutic intervention. *Prerequisites:* CDIS350 and CDIS430. FALL, SPRING-SUMMER.

**CDIS      820      Clinical Audiology (3)**

In depth study of auditory pathology. Review of pure tone threshold and speech audiometry. Covers methodology for site-of-lesion tests, impedance audiometry, and difficult-to-test patients. Development of skills in clinical interviewing and report writing. *Prerequisites:* CDIS330, CDIS410, and CDIS420. FALL, WINTER.

**CDIS      825      Stuttering Seminar (3)**

Examines the various theories of stuttering and their corresponding therapies. Attention to current stuttering research, development, and implementation of a stuttering therapy program. *Prerequisites:* CDIS310 and CDIS350. WINTER, SPRING-SUMMER.

**CDIS      830      Speech and Language of the Hearing Impaired (3)**

Studies voice and articulation variations of the hearing-impaired person. Includes semantic and syntactic structure of language of the deaf, sign language, approaches to deaf education, speech and language therapy for the deaf child. *Prerequisites:* CDIS304, CDIS310, CDIS322, CDIS330, CDIS345, CDIS410, and CDIS420. FALL, WINTER.

**CDIS      833      Motor Speech Disorders (3)**

Investigates the motor speech disorders resulting from neurological impairment. Emphasizes differential diagnoses and remediation of the dysarthrias and apraxia. Includes communication and related disorders of cerebral palsy. *Prerequisites:* CDIS345, CDIS350, CDIS401, and CDIS810. FALL, WINTER.

**CDIS      836      Aphasia Seminar (3)**

Examines the historical, neuro-anatomical, etiological and linguistic aspects of aphasia. Analyses diagnostic and remediation procedures. *Prerequisites:* CDIS310, CDIS322, and CDIS350. FALL, SPRING-SUMMER.

**CDIS      840      Communication Disorders in Craniofacial Anomalies (3)**

Investigates the diagnostic and consultative aspects of communication disorders associated with cleft lip and palate, congenital palatopharyngeal insufficiency, and syndromes of the head and neck. Examines anatomy, physiology, and embryology of the craniofacial structures. *Prerequisites:* CDIS330, CDIS345, CDIS350, and CDIS401. SPRING-SUMMER.

- CDIS 845 Advanced Rehabilitative Audiology (3)**  
Examines theoretical aspects of normal and abnormal speech perception. Deals with hearing aid selection, counseling the hearing impaired client, material development and program development for aural rehabilitation. *Prerequisites:* CDIS330, CDIS410, and CDIS420. FALL, WINTER.
- CDIS 850 Practicum in Audiology: Assessment (1)**  
External practicum in audiology assessment at a hospital or diagnostic center. Includes pure tone and speech tests, history taking and report writing. *Prerequisites:* CDIS820 and permission. FALL, WINTER, SPRING-SUMMER.
- CDIS 852 Practicum in Audiology: Rehabilitation (2)**  
External practicum in rehabilitative audiology with hearing impaired elementary school or high school students or hearing-impaired retarded young adults. Includes diagnosis, lesson planning, therapy, and report writing. *Prerequisites:* CDIS830, CDIS845, and permission. FALL, WINTER, SPRING-SUMMER.
- CDIS 854 Practicum in Speech Pathology: Public School (5)**  
Requires 100 clinical hours of speech pathology practicum in a public school setting. Included are group and individual therapy, screening, and diagnostics. *Prerequisites:* CDIS310, CDIS330, CDIS345, CDIS350, CDIS410, CDIS430, CDIS813 and permission. FALL, WINTER, SPRING-SUMMER.
- CDIS 856 Practicum in Speech Pathology: Mental Health Center (3)**  
Provides experience in individual and group therapy, diagnostics, consultations, training of paraprofessional, and interdisciplinary staffings in mental health setting. *Prerequisites:* CDIS350, CDIS813, CDIS854 and permission. FALL, WINTER, SPRING-SUMMER.
- CDIS 858 Practicum in Speech Pathology: Hospital (3)**  
Provides experience in individual and group therapy, diagnostics, consultations, and interdisciplinary staffings in a medical setting. *Prerequisites:* CDIS810, CDIS833, CDIS836, CDIS856, and permission. FALL, WINTER, SPRING-SUMMER.
- CDIS 870 Independent Study: . . . (1-8)**  
Individual reading, research and/or project in communication disorders under the supervision of the faculty. *Prerequisite:* Permission. Offered based upon demand.
- CDIS 880 Internship: . . . (1-8)**  
Designed to provide students in communication disorders with supervised practical experience in applied settings. *Prerequisite:* Permission. Offered based upon demand.
- CDIS 890 Graduate Thesis/Project: . . . (1-8)**  
Provides the student in communication disorders the opportunity to synthesize graduate coursework by developing and completing a thesis or project specific to the student's interests in communication disorders. *Prerequisite:* Permission of advisor. Offered based upon demand.

## Communication Studies

- COMS 310 Concepts in Communication (3)**  
Examines the communication process on the basic levels and contexts of communication. Analyzes theories and research techniques in communication science; examines verbal, nonverbal, and intercultural communication behaviors; and analyzes the vital electronic and mass communication processes in light of their significant broad ramifications. Students carry out a research project concerning a communication transaction. FALL, WINTER.

**COMS 33A Interpersonal Skills (3)**

Focuses on face-to-face interaction and inter-group relations combining knowledge about human communication with practice in interpersonal skills. Utilizes the laboratory method for learning to establish and develop communicative relationship with others. WINTER.

**COMS 420 Communication Research (3)**

Explores basic concepts, terms and procedures of communication research. Surveys research methods and instruments, their strengths, weaknesses, and applications. Students prepare and implement a research proposal. FALL, SPRING-SUMMER.

**COMS 450 Communication Dynamics in Organizations and Communities (3)**

Examines communication networks and power structure of a real community. Studies assumptions needed to understand the relationship between public and interpersonal messages in the community. Students give reports to seminar after completing 30 hours of SIM and field survey work. WINTER.

**COMS 46A Argumentation and Public Advocacy (3)**

Study of argumentation, that is, evidence, reasoning, and construction of briefs; practice in formal and informal forms of debate and public discourse on current public questions. *Prerequisite:* COMS460, a public speaking course or permission of instructor. WINTER.

**COMS 460 Persuasive Speaking (3)**

Examines major theories of persuasion especially as related to oral communication. Applies these theories to interpersonal, social, political and organizational change. Students develop and present persuasive messages and study persuasive campaigns. *Prerequisite:* A basic communication skills course. FALL, WINTER.

**COMS 470 Independent Study: . . . (1-4)**

Individual reading, research and/or project in interpersonal communication under the supervision of the faculty. *Prerequisite:* Permission. Offered based upon demand.

**COMS 50A Communication Workshop: . . . (1-3)**

Designed to apply concepts of human communication to a specific social/professional setting. Topics of this workshop vary according to the specific content areas being covered. Focuses on developing in workshop participants practical knowledge and skills of communication that are crucial to a given social/professional context. SPRING-SUMMER.

**COMS 531 Listening (3)**

Examines the styles of listening in communication and applies them in the different contexts of the communication process. Develops sensitivity and effective listening skills in human interaction. FALL, SPRING-SUMMER.

**COMS 532 Nonverbal Communication (3)**

Students examine nonverbal elements of human communication, consider body movement, space behavior, time orientation and management, and aesthetic and environmental factors. Students analyze nonverbal aspects of work, study, sports, leisure or other interpersonal settings in terms of their function, value and meaning. SPRING-SUMMER.

**COMS 533 Group Communication (3)**

Examines principles of group interaction in the decision-making process, with emphasis on the dynamic effects of leadership style, risk-taking and feedback techniques. Involves theory and practice with groups. WINTER.

**COMS 538 Conflict Management (3)**

Explores constructive conflict to initiate change. Examines the channeling of spontaneous conflict to create resolution, and the releasing of chronic conflict to aid in harmonious relations among people in work situations. Integrates theory and technique from behavioral sciences with insights about the work force. WINTER, SPRING-SUMMER.



**COMS 560 Communication and Social Change (3)**

Surveys social/psychological theories and insights about social change. Analyzes methods and processes of communication in the diffusion process in education, agriculture, industry, social programs, business, and science. Explores social/cultural/ethical implications of social change. Designs a comprehensive communication program for introducing social change in a real community or an organization. FALL.

**COMS 561 Technology and Human Communication (3)**

Examines communication and computer technology in terms of their influence on society and the day-to-day living of citizens of technological societies. Studies the impact of communication and computers in such areas as business, industry, education and the home, and considers future trends. SPRING-SUMMER.

**COMS 565 Advertising as Communication (3)**

Examines the nature and process of communication as it relates to advertising. WINTER.

**COMS 567 Advertising Strategy (3)**

Draws from behavioral sciences concepts to explain consumer behavior and decision process models. Uses application research techniques to examine psychological, sociological and cultural aspects of consumer as related to advertising strategy. FALL.

**COMS 570 Intercultural Communication (3)**

Surveys communication transactions between members of differing cultures and studies definitions, models, values, beliefs, customs and attitudes which affect intercultural communication. Relates culture to social perception and communication patterns. Examines culture-specific as well as universal modes of communication and identifies factors that impede effective intercultural understanding. FALL.

**COMS 571 Culture and Communication Process (3)**

Relates culture and verbal/nonverbal communication behaviors. Examines differences in customs, philosophy and religion, social institutions, language structure, values and attitudes. Explores the future of intercultural communication. FALL.

**COMS 620 Content Analysis in Communication (3)**

Analyzes framework for study of symbolic behavior. Includes acquisition comprehension and use of language; theory of message analysis; qualitative and quantitative methods; survey methods of content analysis; problems of inference, reliability, validity. Students write and implement research proposal. WINTER.

**COMS 630 Managing Communication Systems (3)**

Students identify nine features, nine postulates and four network diagrams of a functioning organization; apply at least one theoretical approach to improving the management of communication within an organization of their choice; and submit the suggestion for adoption by the members. Consists of simulations and seminar reports by students. FALL.

**COMS 631 Philosophy of Human Communication (3)**

Examines how and why we communicate from the perspectives of objective and subjective philosophies. Studies various theories of communication and their philosophical foundations. *Prerequisites: COMS310 or equivalent background.* FALL.

**COMS 635 Interpersonal Communication (3)**

Focuses on the importance of sensitivity to various communications. Examines feedback, empathy, levels of interdependence, perception, inference, observation, selectivity processes, and rumor transmission. WINTER, SPRING-SUMMER.

**COMS 650 Organizational Communication, Change and Development (3)**

Analysis of the human elements in the functioning of an organization. Students will develop a plan to act as a change agent, apply organizational development techniques for instituting the change, and evaluate the results of the efforts. FALL, SPRING-SUMMER.



**COMS 681 Semantics and Communication (3)**

Describes language as map of referent phenomena and objects and levels of abstraction as related to thought, experience and behavior; examines and assesses the impact of verbal and nonverbal communication behavior; indicates and develops a clear and effective communication in terms of articulate patterns of speech and language usage. WINTER.

**COMS 810 Communication Theory (3)**

Identifies elements of human communication failures, synthesizes approaches to theory. *Prerequisite:* COMS310. FALL, WINTER.

**COMS 820 Graduate Communication Research (3)**

Examines advanced methods of design and data analysis in communication research. Topics include field/lab research design, intercultural research problems, sampling reliability and validity tests, quantitative/qualitative analysis, bivariate/multivariate analysis, time series analysis, sociometric analysis, and report writing. *Prerequisites:* COMS420, COMS620 or equivalent. FALL, WINTER, SPRING-SUMMER.

**COMS 853 Public Relations and Communication (3)**

Study of public relations, its media and messages. Students utilize case studies of public relations strategies in at least two organizations and design a campaign to improve the public image of an organization. *Prerequisite:* COMS650 or equivalent. WINTER.

**COMS 860 Communication Training (3)**

Examines various approaches to developing and implementing communication training programs. Theories of interpersonal communication are utilized in identifying and evaluating interpersonal effectiveness. Particular emphasis is given to training programs that are designed to help individuals maximize effectiveness in dealing with members of different ethnic/cultural groups. SPRING-SUMMER.

**COMS 870 Graduate Research: . . . (1-4)**

Individual reading, research and/or project in interpersonal communication under the supervision of the faculty. *Prerequisite:* Permission. Offered based upon demand.

**COMS 880 Internship: . . . (1-4)**

Designed to provide students in interpersonal communications with supervised practical experiences in applied settings. *Prerequisite:* Permission. Offered based upon demand.

**COMS 890 Graduate Thesis/Project: . . . (1-6)**

Provides the student in interpersonal communication the opportunity to synthesize graduate coursework by developing and completing a thesis or project specific to the student's interests in interpersonal communication. *Prerequisite:* Permission of advisor. Offered based upon demand.

## Computer Science

**CPSC 30A Introduction to Computer Technology (3)**

Covers computer hardware, software, applications and future technology. Presents an overview of all aspects of computer technology via readings; video tapes and microcomputer lab exercises. Major topics include: evolution of the computer industry, interactive and batch processing systems, input and output processes and devices, information systems interfaces, internal processing and data representation, file organization and database concepts, data communication, application software, programming languages, operating systems and systems software, systems analysis and design, and computers in society. Provides extensive hand-on use of microcomputers. Introduces students to the BASIC language. *Prerequisite:* MATH310, MATH320 or MATH325. FALL, WINTER, SPRING-SUMMER.

**CPSC 320 Computer Programming: BASIC (3)**

An introduction to computer programming in BASIC that includes writing numerous programs. Students will analyze problems, develop algorithms to solve these problems, and write well-documented BASIC programs corresponding to these algorithms using BASIC input/output operations, numeric and string constants and variables, control statements, arrays, functions and subroutines, and data files. Students should allow ample time in their schedules for programming outside of class. A substantial portion of this time must be spent at a computer facility. *Prerequisite:* MATH310, MATH320 or MATH325. FALL, WINTER, SPRING-SUMMER.

**CPSC 330 Computer Programming: FORTRAN (3)**

A first course in the use of the FORTRAN language. Technical and business applications will be studied. Students will write programs and solve them on both batch processing and time-shared computer systems. *Prerequisite:* MATH325. SPRING-SUMMER.

**CPSC 34C Computer Programming: C (3)**

Introductory study of C programming language. Covers data types, control flow, functions and program structure, pointers and arrays, input and output techniques. Involves extensive use of the Sage IV microcomputer under the UNIX operating system. *Prerequisite:* MATH325. Offered based upon demand.

**CPSC 340 Computer Programming: Pascal (3)**

Study of the Pascal programming language. Top-down, structured programming technique will be taught. Topics include control statements, data types, control structures, arrays and strings, records and sets, nested structures and recursions. *Prerequisite:* MATH325. FALL, WINTER, SPRING-SUMMER.

**CPSC 351 Computer Programming: COBOL (3)**

Presents the fundamentals of computer programming and the ANSI COBOL computer language. These fundamentals will be applied to various business and/or statistical situations. The course will also cover discussion of input/output devices, software considerations, and basic forms design. *Prerequisite:* MIS301, CPSC320, or equivalent. FALL.

**CPSC 360 Computer Programming: Assembly Language (3)**

Introduction to 8080/Z80 microprocessors, data representation, assembly languages and programming techniques. Introduction to CP/M operating system and the use of BDOS calls to do I/O and file manipulations. Discussion of programming techniques such as set marco library, recursion and linked list. Homework requires extensive use of computer facility, for which 6 hours are expected each week. *Prerequisites:* MATH325 and one high level language. FALL, WINTER, SPRING-SUMMER.

**CPSC 370 Systems Analysis and Design (3)**

Introduction to the systems development process. Covers the system life cycle, current system documentation through use of classical and structure tools and techniques for describing process flows, data flows, data structures, file designs, input and output designs, and program specifications. Also covers information gathering and reporting activities and transition into systems analysis and design. *Prerequisite:* CPSC30A, MIS301, or equivalent. FALL, WINTER.

**CPSC 400 Programming Methodology (3)**

A fundamental course for all students majoring or minoring in computer science. Covers basic concepts of computer systems, problem solving and algorithm development, program structures, data types, program development methods and style, elementary data structures and elementary analysis of algorithms. Students should be prepared to spend a minimum of five hours per week in the computer lab to complete assignments for this course. *Prerequisites:* CPSC360; CPSC340 or concurrent enrollment; and MATH34A or concurrent enrollments. FALL, WINTER.

**CPSC 420 Software Engineering (3)**

Develops an engineering approach to the software life cycle of planning, development and maintenance. Covers system definition, software scoping and estimation, requirements analysis, modularity, information hiding, cohesion and coupling, software complexity, data flow and data structure design methodology, software testing, card maintenance methodology. Students will participate in a software engineering project to provide an applied focus for study. *Prerequisites:* CPSC370 and CPSC440. FALL.

**CPSC 425 External File Processing (3)**

Introduction to the concepts and techniques of processing data on bulk storage devices; and the application of data structures and file processing techniques. *Prerequisite:* CPSC440 or concurrent enrollment. FALL.

**CPSC 43A Computer Architecture (3)**

Introduces the organization and structuring of major hardware components of computers, the mechanics of information transfer and control within a digital computer system, and the fundamentals of logic design. Includes topics on: basic logic design, coding, number representation and arithmetic, and computer architecture. *Prerequisites:* MATH340 and CPSC360. WINTER.

**CPSC 435 Operating Systems (3)**

Covers the major concept areas of operating system principles, the interrelationships between the operating system and the architecture of computer systems. Major topics are: dynamic procedure activation, system structure, evaluation, memory management, process management and recovery procedures. *Prerequisites:* MATH34A and CPSC360. FALL WINTER, SPRING-SUMMER.

**CPSC 44N Data Communication and Computer Networks (3)**

Study of communication systems and applications; common carriers; communication media, modes, and protocols; message formats; terminal types; network hardware; design of local area and distributed networks; transmission bandwidth; integrity; and communication system planning. *Prerequisites:* CPSC425 and CPSC435 or concurrent enrollment. Offered based upon demand.

**CPSC 440 Data Structures (3)**

Advanced data structures with continuing emphasis on writing well-designed, structured programs. Major topics include: arrays, stacks and queues, linked lists, trees, graphs, internal and external sorting, symbol tables and files. *Prerequisite:* CPSC400. WINTER, SPRING-SUMMER.

**CPSC 445 Database Systems (3)**

Applications program development in a database environment with emphasis on loading, modifying, and querying a database using a higher level language. Topics include storage device characteristics, sequential access, random access, indexed organization, direct organization, data structures, trees, hierarchical models, network models, relational models, and fundamentals of database management. Lecture plus three hours per week of lab. *Prerequisite:* CPSC425. WINTER.

**CPSC 45A Database Programming (3)**

Covers advanced programming in a database environment using block structured languages, database query language interfaces and program development languages. *Prerequisite:* CPSC445 or concurrent enrollment. Offered based upon demand.

**CPSC 45B Organization of Programming Languages (3)**

Covers the organization of programming languages, especially the run-time behavior of programs; introduces the formal study of programming languages; and continues the development of problem solution and programming skills. Includes topics on: language definition structure, data types and structures, control structures and data flow, run-time considerations, interpretive languages, lexical analysis and parsing. *Prerequisite:* CPSC440 or concurrent enrollment; CPSC435 is highly recommended. SPRING-SUMMER.

**CPSC 450 Design and Analysis of Algorithms (3)**

Development and analysis of algorithms for problem solving in computer science. Emphasizes issues of complexity of algorithms, efficiency and reliability. Includes as topics: sorting, searching, approximation methods and heuristics. *Prerequisites:* CPSC440 and MATH355. WINTER.

**CPSC 46A Numerical Methods (3)**

Includes topics on: floating-point arithmetic, direct and iterative methods for solving systems of linear equations, error analysis and norms, eigenvalues and eigenvectors, root-finding methods, polynomial interpolation, numerical differentiation and integration, and linear and nonlinear least squares. Introduction to subroutine packages. Students should allow ample time in their schedules for working with a computer outside of class. *Prerequisites:* MATH355 and any one of CPSC320, CPSC330, or CPSC340. FALL.

**CPSC 46B Artificial Intelligence (3)**

Covers artificial intelligence frameworks, methodology and applications. Includes topics on: AI problems and problem spaces, basic problem solving methods, game playing, knowledge representation, planning systems, expert systems, natural language processing, perception, learning, and AI languages and systems. *Prerequisites:* CPSC440 and MATH355. WINTER.

**CPSC 46G Computer Graphics and Computer Aided Design (3)**

A survey of hardware and software used for interactive computer graphics, with applications to various areas such as business graphics, art, and CAD systems. Topics include: graphics hardware and packages for both mainframes and microcomputers, two- and three-dimensional graphics, windowing, clipping, transformations, hidden line removal, surface modeling, solid modeling, and graphics standardization (GKS, CORE, etc.). Students should be prepared to spend considerable time outside of class at a computer or terminal on homework assignments and the final project. *Prerequisites:* CPSC440 and MATH355. Offered based upon demand.

**CPSC 46M Theory of Automata and Computability (3)**

An introduction to theoretical computer science topics and their hierarchical interconnections. Introduces basic results relating to formal models of computation. Includes topics on: finite state concepts, formal grammars, computability and Turing machines. *Prerequisites:* CPSC440 and MATH355. Offered based upon demand.

**CPSC 46P Computer Science Project Planning (1)**

For computer science majors in their next-to-last trimester of study. Provides an organized framework for planning the student's application project to be implemented in CPSC 465 during the last trimester of study. *Prerequisites:* Permission and CPSC 420 or concurrent enrollment. FALL.

**CPSC 465 Computer Science Project Implementation (2)**

For computer science majors during the last trimester of study. Serves as a synthesizing focus for application of computer science concepts and methods to a real computer science problem. Projects which were planned in CPSC46P will be implemented. *Prerequisites:* CPSC46P and permission. WINTER.

**CPSC 470 Independent Study: . . . (1-4)**

Individual reading, research and/or project in computer science under the supervision of the faculty. *Prerequisite:* Permission. Offered based upon demand.

**CPSC 50C Programming in LOGO (3)**

Provides experience with use of the graphical (TURTLEGRAPHICS), character string and numerical capabilities of the LOGO computer programming language. Emphasizes educational applications. Requires computer programming and substantial use of a computer outside of class. *Prerequisite:* MATH310 or MATH320. SPRING-SUMMER.

**CPSC 510 Foundations of Computers and Information Systems (3)**

Provides an appreciation of computer technology (hardware and software) with emphasis on business application. Enables students to logically structure simple business problems, represent them as flow charts, and/or decision trees. Includes discussion of elementary concepts of systems analysis, data structures, and business applications on microcomputers. Introduces students to various business-oriented computer languages, with a detailed study of either BASIC or RPG. Students solve a number of business problems on a computer. This course does not apply as a graduate level course toward the M.B.A. degree. *Prerequisite:* Graduate student status. FALL, WINTER, SPRING-SUMMER.

**CPSC 60A Computer Technology: Concepts and Applications (3)**

A comprehensive introduction to computer hardware, software, applications and future technology. Explores all aspects of computer technology via readings, video tapes and discussions. Requires students to complete research paper or an application project. Not available for credit for computer science majors. *Prerequisite:* MATH310, MATH320 or MATH325. FALL, WINTER, SPRING-SUMMER.

**CPSC 62A Programming in BASIC (3)**

Provides a fundamental level of working knowledge of computers and computer programming. Presents a general introduction to computing concepts, operations, and programming. Graduate requires completion of a project on a topic acceptable to the instructor. *Prerequisite:* MATH310, MATH320 or MATH325. FALL, WINTER, SPRING-SUMMER.

**CPSC 64A Programming in Pascal (3)**

Introductory study of the Pascal programming language. Focuses on top-down, structured programming techniques. Topics include control statements, data type control structures, arrays and subscripts, records and sets, nested structures, and recursion. Requires completion of a project. *Prerequisites:* MATH325 or equivalent; not open to undergraduates. FALL, WINTER, SPRING-SUMMER.

**CPSC 655 Advanced BASIC and Graphics on Microcomputers (3)**

Covers disk file I/O, cursor or addressing, manipulation of string variables and arrays, user written functions, and other features of a popular version of BASIC language. Discusses concepts of structured programming and techniques for the handling of large programs. Includes elementary programming of computer graphics. *Prerequisite:* CPSC320 or CPSC62A. WINTER

**CPSC 870 Graduate Research: . . . (1-4)**

Individual reading, research and/or project in computer science under the supervision of the faculty. *Prerequisite:* Permission. Offered based upon demand.

## Counseling

**COUN 470 Independent Study: . . . (1-6)**

Individual reading, research and/or project in counseling under the supervision of the faculty. *Prerequisite:* Permission of instructor and division chairperson. Offered based upon demand.

**COUN 470P Independent Study: . . . (1-6)†**

Individual reading, research and/or project in counseling under the supervision of the faculty. *Prerequisite:* Permission of instructor and division chairperson. Offered based upon demand.

**COUN 50A Stress Control: Rational Emotive Therapy Techniques in Stress Reduction (3)**

Helps students identify the self-defeating and destructive attitudes and behaviors that lead to burnout and other stress related symptoms. Focuses on development of a rational philosophy leading to emotional muscle rather than an analysis of the difficulties in today's environment. Offered based upon demand.



**COUN 50B Workshop in Neurolinguistic Programming (2)**

Provides theory, method and skill training in neurolinguistic programming by an instructor certified in NLP; for therapists, counselors and psychologists. Offered based upon demand.

**COUN 50E Neuro-Linguistic Programming Workshop II: Clinical Applications (2)**

Focuses on integrating and consolidating linguistic and behavioral skills and processes introduced in COUN50B and on teaching more advanced NLP theory, techniques and applications to expand and refine clinical skills. *Prerequisite: COUN50B or equivalent.* Offered based upon demand.

**COUN 500 Incest: Parent-Child Abuse (1)**

Includes the effect on the victim, treatment issues in working with child and adult victims and the abuser, legal issues, curricula on sexual abuse for use in classrooms. Offered based upon demand.

**COUN 506 Divorce and the Effects of Change on the Family (2)**

Attention directed to the changing structure of the American family. An appraisal of the impact of change on children and adolescents as well as their differential capacity to cope. Primary emphasis on factors relating to divorce. Offered based upon demand.

**COUN 510 Physical and Sexual Abuse of Children (3)**

Provides an overview of the nature of child abuse. Includes the legal and ethical issues involved in definition, identification and treatment, and current theories of causation and treatment. SPRING-SUMMER.

**COUN 544 Family Counseling (3)**

Provides a beginning understanding of the family as a social system, and the concepts involved in family counseling. Students analyze their role in their own family system. *Prerequisite: PSYC555, PSYC558, COUN630 or ALC505.* FALL.

**COUN 548 Alternate Approaches to Traditional Psychotherapy (3)**

Introduces students to alternate therapeutic strategies such as body therapy, communication therapy, gestalt therapy, neurolinguistic programming and psychodrama. FALL.

**COUN 606 Evaluation of Human Services (3)**

Study of strategies to plan and implement evaluation programs in human service systems. Offered based upon demand.

**COUN 608 Guidance for Children (3)**

A course for teachers to develop and implement guidance activities in the classroom. Includes value clarification procedures. Offered based upon demand.

**COUN 610 Crisis Intervention (3)**

Study of crisis intervention techniques and use of community resources in crises. Attention to such crises as death, drug induced collapse, suicide threats, physical abuse, runaway children and other psychologically stressful events. Offered based upon demand.

**COUN 630 Counseling and Psychotherapy: Introduction (3)**

Introduces students to the field of counseling psychotherapy. Covers major theories and techniques, ethics, client population, and legal considerations. FALL, WINTER, SPRING-SUMMER.

**COUN 633 Community Counseling (3)**

Study of communities, their relationship to local, county, and federal governments, and their role in problem solving. Students diagnose and assess community problems and attitudes and describe how the political power structure of the community affects human service systems. FALL, SPRING-SUMMER.



**COUN 636 Human Service Systems (3)**

Examines the organizational and administrative processes in human service systems. Considers various short and long range programs and their positive and negative effects. FALL, WINTER.

**COUN 639 Behavior Problems (3)**

Classification, analysis, and remediation of typical behavior problems experienced in the home and classroom. FALL, WINTER.

**COUN 640 Career Education in Schools (3)**

Examines current theories of career development. Includes collection, organization and interpretation of educational and occupational data for personal career development. SPRING-SUMMER.

**COUN 70A Field Experience in Client-Centered Therapy I (3)**

Offers the student an intensive introduction to the theory and practice of psychotherapy within the client-centered model. Offered based upon demand.

**COUN 704 Reality Therapy for Counselors and Therapists I (2)**

Contrasts how reality therapy differs from conventional psychotherapy. Presents various applications useful in working with juvenile delinquents, criminal offenders, the emotionally upset, alcohol and drug abusers, and others. Offered based upon demand.

**COUN 705 Reality Therapy for Counselors and Therapists II (2)**

This course, taught in workshop fashion, emphasizes advanced application of reality therapy techniques. *Prerequisite:* COUN704. Offered based upon demand.

**COUN 714 Workshop: Conflict Management and Crisis Intervention (1)**

Workshop provides information, methods, and planning skills for teachers to help them minimize crisis conditions and manage conflicts in normal classroom situations. Special attention to students under the influence of drugs. Offered based upon demand.

**COUN 80A School Counselor Assessment (3)**

Presents the current status of school counseling in Illinois and a survey of the needed knowledge, skills, and ethics for school counseling. Covers typical organizational structures, job descriptions, and career opportunities. Includes a comprehensive assessment and examination schedule, based on course presentations and student work, to determine whether the student possesses the specific skills and knowledge required for certification in Illinois and readiness to enroll in a school-based practicum. *Prerequisites:* Currently employed by the Chicago Public School District; a master's degree from a recognized teacher education institution; assigned by the Chicago School District to a counseling position; and does not qualify for certification as a school counselor by the state of Illinois. Offered based upon demand.

**COUN 80B Counseling Skills (3)**

Designed to develop and enhance counseling skills required for working with children and adolescents. Intended for students who are employed as counselors in the Chicago Public Schools. *Prerequisite:* COUN80A. Offered based upon demand.

**COUN 803 Information Services in Guidance (3)**

Provides background for professionals (teachers, counselors, others) to organize vocational information, employment trends, and personal information for effective use by students and adults. Offered based upon demand.

**COUN 805 Rational Emotive Therapy: Techniques for Counselors and Teachers (3)**

Includes philosophy and theory of rational emotive therapy. Examines current innovations in rational therapy, the relation of RET to other areas of cognitive-behavior therapy, and supportive research. Includes working in a school situation, setting treatment goals, and designing homework assignments. Offered based upon demand.

**COUN 810 Beginning Counseling and Human Relation Skills (3)**

Designed to be taken simultaneously with COUN630. Provides students with experience in human relations laboratory, focusing on basic communication skills and the development of beginning counseling skills. *Prerequisite:* COUN630 or concurrently. FALL, WINTER, SPRING-SUMMER.

**COUN 811 Community College Counseling (3)**

Techniques and strategies of counseling in community colleges, area vocational centers, and professional schools. Students are expected to spend considerable time in an off-campus setting. Offered based upon demand.

**COUN 818 Workshop on Depression (2)**

Study of the causes and the cures of depression from the humanistic/holistic view of human nature. Specific attention to transactional analysis, the redecision model. *Prerequisites:* COUN630 and COUN810. FALL, WINTER.

**COUN 826 Research Literature in Counseling and Psychotherapy (3)**

Provides counselors and psychotherapists with methods and criteria to locate and evaluate research literature on counseling and psychotherapy. Emphasizes examination and understanding of research questions and findings. *Prerequisites:* PSYC544, PSYC560 or COUN630. WINTER, SPRING-SUMMER.

**COUN 837 Management of Counseling Programs (3)**

Provides an overview of methods used in the management of counseling programs in schools, agencies, or businesses. Focuses on the unique management skills needed by counseling practitioners. Offered based upon demand.

**COUN 838 Counseling Employees in the Workplace (3)**

Introduction to the concept of employee assistance programs. Deals with design, implementation, and evaluation of counseling programs in business and industry. Offered based upon demand.

**COUN 840 Advanced Techniques: . . . (3)**

Intensive study of specific advanced techniques or topics in the field of psychology and counseling. Allows students to work intensively in a specialized study area not normally available in the general curriculum. Topic dependent upon faculty expertise and student need. *Prerequisite:* COUN844 or COUN845 or permission. Offered based upon demand.

**COUN 843 Advanced Theories in Counseling and Therapy (3)**

Study of advanced readings and presentations on problems encountered in counseling and therapy. Includes the application of DSM III categories and key dynamic theoretical concepts. Examines the causes of the emotional difficulties and the interventions recommended in the literature. *Prerequisites:* COUN630 and COUN810, or PSYC544; and an abnormal psychology course, and a developmental psychology course. WINTER, SPRING-SUMMER.

**COUN 844 Individual Counseling and Therapy: Child/Adolescent (3)**

Focuses on the development and refinement of counseling skills required for working with children and adolescents. Emphasizes data gathering through observation, analysis of the counseling process, and the development of counseling and consultative strategies. *Prerequisite:* Minimum grade of B in COUN630 and COUN810; and a developmental psychology course. FALL, WINTER.

**COUN 845 Individual Counseling and Therapy: Adult (3)**

Application of theory and practice in individual counseling and therapy with adults. *Prerequisite:* Minimum grade of B in COUN630 and COUN810; and an abnormal psychology course. FALL, WINTER, SPRING-SUMMER.

**COUN 846 Reality Therapy (3)**

Apply techniques and skills of reality therapy in counseling sessions with adults. Study concepts and orientations of Glasser, Harrington, and Haley toward mental health, including work with families. *Prerequisite:* COUN810 or COUN844. Offered based upon demand.

**COUN 847 Group Dynamics and Intervention (3)**

Application of basic knowledge of the roles, functions and dynamics among group leaders and group participants; covers group process theory and the research pertaining to group process; students analyze the interaction within a live group. *Prerequisite:* COUN810. FALL, WINTER, SPRING-SUMMER.

**COUN 848 Practicum in College Counseling: Structure and Functions (3)**

The first course of the college counseling practicum sequence focuses on the structure and function of the community college and its service to the community. *Prerequisites:* Candidacy, permission of instructor and successful preapplication. Offered based upon demand.

**COUN 849 Practicum in Prevention Skills (4)**

A community-based practicum, the culminating experience for students interested in community counseling. Focuses on aspects of primary prevention. *Prerequisites:* COUN606, COUN633, COUN810, COUN864, and SOCW595. Offered based upon demand.

**COUN 850 Group Therapy in Transactional Analysis (3)+**

Study of and participation in the TA group therapy model created by Eric Berne. The student will be at times both the therapist and the client. The major focus will be here/now script work, awareness and rededication by contracts. *Prerequisite:* PSYC518 or SEM101 by I.T.A.A. WINTER.

**COUN 851 Consultation and School Staff Development (3)**

Examines theories, functions, and skills required of consultants in schools and other settings. Students will utilize consultation skills with client. *Prerequisite:* COUN630. FALL.

**COUN 852 Group Counseling: Child/Adolescent (3)**

Study of major group counseling theories and approaches. Attention to major authors and specific group counseling techniques. Development and analysis of one ongoing group for children and one ongoing group for adolescents. *Prerequisite:* COUN844. FALL.

**COUN 853 Adlerian Family Counseling (3)**

Introduces students to Adlerian approach to family counseling. Using the Adlerian perspective, students conduct two family counseling sessions and analyze family interaction. *Prerequisite:* COUN844 or COUN845. FALL, WINTER.

**COUN 854 Advanced Individual Therapy Techniques: Child (3)**

Covers advanced skills in using verbal and nonverbal techniques in individual therapy with children. Includes study of relevant theory, application of treatment techniques and evaluation of their effectiveness. *Prerequisite:* COUN844. WINTER.

**COUN 855 Advanced Individual Therapy Techniques: Adult (3)**

Covers advanced interviewing skills in individual therapy with adults. Includes study of relevant theory, application of treatment techniques, and evaluation of their effectiveness. *Prerequisite:* COUN845. FALL; offered in SPRING-SUMMER based upon demand.

**COUN 856 Group Counseling: Adult/Adolescent (3)**

Study and practice of basic interviewing skills and treatment techniques in group counseling or group therapy with adolescents and adults. *Prerequisites:* COUN845 and COUN847. FALL, offered in SPRING-SUMMER based upon demand.

**COUN 857 Behavior Therapy (3)**

Advanced study and application of behavioral therapy techniques with adults and children. *Prerequisite:* COUN844 or COUN845. SPRING-SUMMER.

**COUN 858 Administration of Student Personnel Services (3)**

Study of rationale and program for guidance services. Special attention to analyzing, evaluating, and integrating administrative theory. *Prerequisite:* Should be taken immediately prior to or during practicum. WINTER.

**COUN 859 Family Therapy Techniques (3)**

Study and practice of concepts and techniques of family therapy. Students demonstrate system's techniques with actual clients. *Prerequisites:* COUN847 and COUN852, or COUN856. WINTER.

**COUN 860 Marriage and Couple Therapy (3)**

Deals with approaches to counseling which focus on couple interactions rather than individual pathology. Students demonstrate basic techniques of couple therapy with actual clients. *Prerequisites:* COUN845 and COUN847. WINTER.

**COUN 861 Parent Study Group Leadership (3)**

Student initiates, develops, conducts, and maintains a successful ten-week parent study group. Special emphasis on training parents to identify problems in the home and providing techniques to deal with them. *Prerequisites:* COUN639 and COUN853. WINTER.

**COUN 862 Life Style Analysis (3)**

Covers analysis of life style data of self and clients. Preparation of case study report on the life style diagnosis of practicum clients. *Prerequisite:* COUN853. SPRING-SUMMER.

**COUN 863 Practicum in College Counseling: Clinical (3)**

Application of counseling, consulting, assessment and guidance skills in a college setting. Requires minimum of 15 school days at sites arranged for by the university. *Prerequisite:* COUN848. Offered based upon demand.

**COUN 864 Practicum in Counseling and Consultation—Agency (4)**

A community-based practicum. Students practice consultation and counseling skills as functioning members of an agency. *Prerequisites:* COUN606, COUN633, COUN810, and SOCW595. Offered based upon demand.

**COUN 865 Practicum in Elementary School Counseling (6)†**

Application of counseling, consulting, assessment and guidance skills in an elementary school setting. Requires minimum of 15 school days. *Prerequisites:* Students must have achieved counseling competencies acceptable to the screening committee for practicum sites (see *Division of Psychology and Counseling Student Handbook* for details). All other coursework must be completed, with grades as specified for the degree program; or all work in skill building courses completed with grades as specified for the degree program, and sufficient progress made in remaining courses to clearly demonstrate to the practicum screening committee that completion is near. FALL, WINTER.

**COUN 866 Practicum in Leadership in Transactional Analysis (1,2)†**

A laboratory in transactional analysis. Students use knowledge of TA to act as group leaders. *Prerequisites:* Laboratory in TA, or passing TA101 taught by a certified member of the I.T.A.A., and permission of the instructor. FALL, WINTER.

**COUN 867 Practicum in Secondary School Counseling (6)†**

Application of counseling, consulting, assessment and guidance skills in a secondary school setting. Requires minimum of 15 school days at sites arranged by the university. *Prerequisites:* Students must have achieved counseling competencies acceptable to the screening committee for practicum sites (see *Division of Psychology and Counseling Student Handbook* for details). All other coursework must be completed, with grades as specified for the degree program; or all work in skill building courses completed with grades as specified for the degree program, and sufficient progress made in remaining courses to clearly demonstrate to the practicum screening committee that completion is near. WINTER, offered in FALL based upon demand.

**COUN 868 Counseling Psychology Practicum I: Agency Systems (3)†**

Practice eight hours per week in an approved agency site. Development of critical analysis of the agency as a human service delivery system. *Prerequisites:* Candidacy, permission of instructor and successful preapplication. FALL, WINTER, SPRING-SUMMER.

**COUN 869 Counseling Psychology Practicum II: Clinical Skills (3)†**

Continuation of COUN868. Practice eight hours per week in an approved agency site. Completion of final master project integrating academic and clinical skills. *Prerequisite:* COUN868. FALL, WINTER, SPRING-SUMMER.

**COUN 870 Independent Study: . . . (1-6)**

Individual reading, research and/or project in counseling under the supervision of the faculty. *Prerequisite:* Permission of instructor and division chairperson. Offered based upon demand.

**COUN 870P Independent Study: . . . (1-6)†**

Individual reading, research and/or project in counseling under the supervision of the faculty. *Prerequisite:* Permission of instructor and division chairperson. Offered based upon demand.

**COUN 890 Graduate Thesis/Project: . . . (6)†**

A student works closely with advisor and/or three faculty members (principal advisor, secondary advisor in specialty area, scope advisor outside specialty area) developing and completing original thesis/project proposal. *Prerequisite:* Permission of advisor or committee. Offered based upon demand.

## Criminal Justice

**CJUS 310 Criminal Justice Organization and Process (3)**

Studies current structures and procedures of American criminal justice. Presents various comprehensive theories useful for analysis and reform. FALL, WINTER, SPRING-SUMMER.

**CJUS 320 Correctional Process (3)**

Examines research on the social psychological effects of confinement. Studies the prison as a social system with its own norms and peculiarities. Critically analyzes similarities between prisons and other subsystems such as mental hospitals. FALL, WINTER.

**CJUS 330 Issues in Juvenile Justice and Delinquency (3)**

Explores the development of the juvenile court and the system of juvenile justice in the U.S. Studies contemporary issues in juvenile justice and approaches to prevention, control and treatment of delinquency. FALL, WINTER.

**CJUS 340 Judicial Process and Issues for Criminal Justice (3)**

Includes a survey of jurisdiction, organization, policies, and procedures of courts and the judicial system. Analyzes issues related to the administration of criminal justice from arrest to incarceration or release. *Prerequisite:* CJUS310. WINTER, SPRING-SUMMER.

**CJUS 430 Communication in Public Administration (3)**

Provides a conceptual framework to examine communication in public service agencies and other administrative settings. Explores ways to improve communication skills for persons in public service agencies. FALL, SPRING-SUMMER.

**CJUS 435 Law Enforcement and the Ghetto (3)**

Examines past and present relations among ghetto dwellers and police in America and the causes of antagonism between the groups. WINTER.

**CJUS 440 Crime Causation Theories and Social Control (3)**

Examines historical and current criminology theory and practice. Analyzes concepts and practices of crime and criminal behavior and society's response to them. Examines the law, offenders, victims, forms of crime, and the criminal justice system. Students will consider various aspects of criminology theory and formulate their own perspective which takes into account societal pressures and research about crime, rehabilitation, and recidivism. FALL, WINTER.



**CJUS 445 New Dimensions in Corrections (3)**

Analyzes current approaches used in federal, state and local correctional and related agencies. Examines discrepancies between new theories implemented by criminal justice decision makers, and the actual outcome of theoretical applications. *Prerequisite:* CJUS320. FALL.

**CJUS 450 Women in Prison (3)**

Examines the unique problems faced by women in prison. Focuses special attention on their rehabilitation and integration back into the community. *Prerequisite:* CJUS320. SPRING-SUMMER.

**CJUS 470 Independent Study: . . . (3)**

Independent study is intended to provide better students the opportunity to study a topic of their choice in criminal justice under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within criminal justice and an instructor to sponsor the work. *Prerequisite:* Permission of instructor and dean. Offered based upon demand.

**CJUS 480 Internship: . . . (3)**

Designed to combine individual career counseling and work outside of the classroom in combination with institutional learning settings. *Prerequisite:* Permission of advisor and cooperative education coordinator. Offered based upon demand.

**CJUS 555 Workshop in Criminal Justice Planning (3)**

Explores the planning process and introduces students to the examination of critical issues in criminal justice planning. Not scheduled to be offered in AY85-86.

**CJUS 560 Program Design and Change in Public Administration (3)**

Development of a research study in a public service agency. Includes conceptualization, research methodologies and skills to design and implement a social change strategy. Not scheduled to be offered in AY85-86.

## Economics

**ECON 301 Principles of Microeconomics (3)**

Studies price formation, demand, and production decisions. Examines the individual and interrelated behavior of consumers, firms and industries. FALL, WINTER, SPRING-SUMMER.

**ECON 302 Principles of Macroeconomics (3)**

Studies the economy as a whole, dealing with economic data, behavior, and theory at the aggregate level of the economy. Examines income, output, employment, prices, and other variables in terms of their measurement, determination, and policy implication. FALL, WINTER, SPRING-SUMMER.

**ECON 310 Consumer Economics (3)**

Study of the changing role of consumers, the consumption of goods and services and the alternatives open to the consumer in the economic environment. *Prerequisites:* ECON301 and ECON302. WINTER.

**ECON 320 Economic Development of Minority Communities (3)**

A survey of the literature with an emphasis on both understanding the issues surrounding the concept of ghetto economic development and the development of basic skills to analyze proposals that arise to meet this objective. FALL, SPRING-SUMMER.



**ECON 350 Money and Banking (3)**

Studies the U.S. monetary system in the areas of money, institutions, and policy. Concentrates on analysis of money and its functions, the mechanics of the commercial banking system and its determination of the money supply, federal reserve system's functions and policy instruments, the impact and effectiveness of monetary policy on the public, commercial banks and the treasury, and its overall impact on the economy. *Prerequisites:* ECON301 and ECON302. FALL, SPRING-SUMMER.

**ECON 405 Public Finance (3)**

Surveys the development and economic effects of government expenditures, revenues and indebtedness with special reference to selected tax and budgetary problems commonly faced by administrators and government officials. FALL, WINTER, SPRING-SUMMER.

**ECON 410 Intermediate Macroeconomics (3)**

Deals with the aggregate level of economic activity. Analyzes the methodology of national income accounts, development of goods, money and labor markets, and the impact and effect of policy instruments. Uses models to develop the interdependence of markets in the determination of the aggregate level of economic activity. *Prerequisites:* ECON301 and ECON302. FALL, WINTER.

**ECON 420 Managerial Economics: The Economics of the Firm (3)**

Deals with analysis and theoretical constructs of microeconomics applied to managerial decision making. Emphasizes consumer demand, production and cost analysis, business behavior, market performance, and growth equilibrium. *Prerequisites:* ECON301, ECON302, MATH355, and STAT362. FALL, WINTER.

**ECON 430 International Economics (3)**

Examines theory of international trade and factor movements, international monetary relations, balance of payments, foreign exchange markets, and the development of alternative international money systems. Also covers theory of tariffs and current issues in U.S. trade policy. *Prerequisites:* ECON301 and ECON302. SPRING-SUMMER.

**ECON 435 Comparative Economic Systems (3)**

Study of differences between popular political labels and sets of factors that actually distinguish working economic systems. *Prerequisites:* ECON301 and ECON302. SPRING-SUMMER.

**ECON 440 History of Economic Thought (3)**

Deals with the evolution of economic concepts and tools of analysis. Studies mercantilism, physiocracy, and other economic problems as well as with the contributions of leading economic thinkers—Smith, Malthus, Ricardo, Marx, Mill, Marshall, and Keynes. *Prerequisites:* ECON410 and ECON420. Not scheduled to be offered in AY85-86.

**ECON 450 Regional Economic Development (3)**

Economic analysis of land allocation and other resources in the environment. Emphasizes global and local changes which accompany growth or decline of regions. Highlights the role of real estate-related occupations in the economic process. FALL.

**ECON 470 Independent Study: . . . (3)**

Independent study is intended to provide better students the opportunity to study a topic of their choice in economics under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within economics and an instructor to sponsor the work. *Prerequisite:* Permission of instructor and dean. Offered based upon demand.

**ECON 500 Workshop: Give and Take—An Economics Course for Teachers (1)**

Designed to provide teachers with a variety of teaching techniques to teach high school students basic economics and consumer economics concepts. The give and take curriculum is a major priority of the Joint Council on Economic Education. Offered based upon demand.

**ECON 501 Foundations of Economics (3)**

Study of the concepts of macro and microeconomics at an advanced level. Satisfies the economics prerequisites for the M.B.A. This course does not apply as a graduate level course toward the M.B.A. degree. *Prerequisites:* MATH325 and graduate student status. WINTER, SPRING-SUMMER.

**ECON 502 Economics for Teachers (3)**

Provides elementary and high school teachers with an overview of the concepts most essential to economic understanding and helps them develop teaching materials and strategies. Restricted to elementary and secondary educators. *Prerequisite:* Permission of instructor. FALL.

**ECON 533 Economic Development in Latin America (3)**

Study of the economic struggles of the Latin American peoples through an analysis of the role the economy has played in the past, and is now playing in the modernization process, in the political process and in the culture of Latin America. WINTER.

**ECON 60A Workshop on Economic Development (1)**

Examines the economic development situation in the south suburbs and suggests models and their usefulness for the subregion. *Prerequisites:* Previous background in economics and politics of development or permission of instructor. Offered based upon demand.

**ECON 60B Understanding Taxes: Whys and Hows (1)**

Covers such topics as how taxes influence behavior, the criteria of a good tax, types of taxes, tax incidence, and the latest changes in the U.S. tax code. Teachers will work with a variety of instructional activities designed to show students how taxation influences decisions they make and how it affects people of all ages and from all walks of life. WINTER.

**ECON 640 Economics for Business and Consumer Educators (3)**

Presents basic economic concepts as well as business structure, consumer credit, and insurance. Includes guest speakers from businesses and government agencies. Intended for consumer and business educators. Restricted to elementary and secondary educators. *Prerequisite:* Permission of instructor. Offered based upon demand.

**ECON 645 Trade-Offs: An Economics Course for Elementary Teachers (3)**

Revolves around the film series *Trade-Offs* that was produced for elementary students. Lectures emphasize the concepts used in the films, and the teachers will develop lessons. Restricted to elementary and secondary educators. SPRING-SUMMER.

**ECON 650 Consumer Economics for Teachers (3)**

Features an in depth study of consumer topics. Includes credit, purchasing, insurance, investments, money management, and an overview of the American economic system. *Prerequisite:* Nonteachers require permission of instructor. WINTER.

**ECON 660 Economic Change and Career Opportunities (3)**

Concentrates on structural changes in the U.S. economy, and how these changes affect career patterns and curriculum needs of schools. Designed for counselors and teachers. Focuses on how the economy works, and more about the careers of today and tomorrow. SPRING-SUMMER.

**ECON 80B Macroeconomics for Teachers (3)**

Provides in-depth coverage of macroeconomic concepts such as measuring economic performance, public finance, inflation, unemployment, fiscal policy, and monetary policy. Emphasizes various theories on controlling the economy such as Keynesian, Monetarist, supply management, and rational expectations. *Prerequisite:* ECON302, ECON640 or equivalent. Offered based upon demand.

**ECON 800 Workshop on Secondary Economic Education (1)**

Updates knowledge in key areas of economic and consumer education, and provides information on the latest innovations in curriculum development and evaluation techniques in consumer education and economic education. Designed for high school consumer education and economic education teachers. This course is limited to school districts that work with the GSU Office of Economic Education. Offered based upon demand.

**ECON 801 Problems in Managerial Economics (3)**

Applies microeconomics theories to the problem of most efficient use of resources within and between the organization, and the economic system. Utilizes macroeconomics theories to forecast the future economic environment. Studies compromising techniques to reach an optimum of objectives when maximization remains elusive. *Prerequisites:* ECON301, ECON302, MATH355, and STAT362. FALL, WINTER.

**ECON 810 Labor Economics (3)**

Study of the development and structure of the labor movement, wage determination, and public policy toward labor. *Prerequisites:* ECON301 and ECON302. SPRING-SUMMER.

**ECON 815 Economic Development (3)**

Deals with economic development as a progressive division of labor. Includes progressive technological specialization and its effect upon economic development. *Prerequisites:* ECON410 and ECON420. Not scheduled to be offered in AY85-86.

**ECON 825 Monetary Economics (3)**

Concerned with money, monetary institutions and policy in a modern developed economy. Relates how money demand and supply behavior affect the economy and its impact on policy. *Prerequisite:* ECON350 or permission. Not scheduled to be offered in AY85-86.

**ECON 870 Independent Study: . . . (3)**

Independent study is intended to provide better students the opportunity to study a topic of their choice in economics under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within economics and an instructor to sponsor the work. *Prerequisite:* Permission of instructor and dean. Offered based upon demand.

**ECON 890 Graduate Thesis/Project: . . . (6)†**

Provides an opportunity for intensive study of a problem chosen by the student. A candidate who is approved for the thesis option will be required to orally defend the thesis. The thesis option is limited to outstanding students who have been recommended by a minimum of two faculty in the College of Business and Public Administration and approved by the dean. Students interested in pursuing the doctorate degree in business should select the thesis option. *Prerequisites:* Permission; last trimester of M.B.A. student's program of study. Offered based upon demand.

## Education

**EDUC 310 Foundations of Education (3)**

Presents an interdisciplinary and developmental overview of the historical, philosophical, and sociological factors that have influenced American education. Identifies and critically analyzes contemporary issues and trends such as teacher accountability, school desegregation, cultural pluralism, and bilingual/ multicultural education. Includes ten (10) hours of field experiences related to the learning disabled and other exceptional learners and those with culturally distinctive backgrounds. FALL, WINTER, SPRING-SUMMER.

**EDUC 38A Clinical Experience I (1)**

Provides background in the science of teaching and experience in identifying effective instructional strategies. Combines 10 hours of in-class work with 30 hours of observation and assistance in classroom settings. *Prerequisites:* PSYC320, SPED510, EDUC310, or concurrent enrollment in ELED370. FALL, WINTER, SPRING-SUMMER.

**EDUC 416 Academic Measurement and Evaluation in the Classroom (3)**

Develops an awareness of the rationale and methods for assessing, evaluating, and reporting student progress in the classroom. Features development of skills in identifying, selecting, and using assessment instruments and reporting techniques. Emphasizes assessments and reporting in specific areas such as reading, mathematics, and language arts. Offered based upon demand.

**EDUC 45A Student/Teacher Internship in a Cultural Institution (2)**

Trains teachers to develop focused field-trip experiences that require students to interact with the exhibits by observing, questioning, hypothesizing, comparing and contrasting, drawing conclusions, and creating verbal, written, or artistic expressions of their experiences. *Prerequisite:* Eligibility for student teaching. Offered based upon demand.

**EDUC 45B Clinical Experience II (2)**

Provides experiences in processes and procedures that promote effective classroom assessment and management. Combines 15 hours of in class work with 60 hours of observation and assistance in classroom settings. *Prerequisite:* EDUC38A. WINTER.

**EDUC 470 Independent Study: . . . (1-6)**

Individual reading, research and/or project in education under the supervision of the faculty. *Prerequisite:* Permission of instructor and division chairperson. Offered based upon demand.

**EDUC 470P Independent Study: . . . (1-6)†**

Individual reading, research and/or project in education under the supervision of the faculty. *Prerequisite:* Permission of instructor and division chairperson. Offered based upon demand.

**EDUC 499 Student Teaching: . . . (5,9)**

Provides the teacher candidate with directed experiences in planning, organizing and instructing pupils within a regular classroom of an Illinois public school. The student is supervised by a GSU faculty member and a school-based cooperating teacher. Includes 12 weeks of full-time classroom experience. *Prerequisite:* Consent of the coordinator of field experiences. FALL, WINTER.

**EDUC 522 Outdoor Education (3)**

Provides requisite skills for individuals to more fully enjoy outdoor living while preserving the resources of the natural environment. Applies knowledge of outdoor life to recreational use of the environment through individual and group camping experiences. SPRING-SUMMER.

**EDUC 532 Teaching Mathematics to Low Achieving Students (3)**

Examines the characteristics and needs of low achieving students. Explores a wide variety of topics related both to mathematics content and teaching strategies. Emphasizes diagnostic and evaluative procedures as well as models for teaching mathematics to children with special needs. FALL, WINTER, SPRING-SUMMER.

**EDUC 535 Education of Minorities in the U.S. (3)**

Examines the history of the schooling of ethnic and racial minority groups in urban America. Focuses on both the public and parochial schools in the acculturation of minority children and adults. Presents ethnic case histories of educational achievement and historical background of issues such as mental testing, desegregation, and tracking. FALL, WINTER, SPRING-SUMMER.

**EDUC 545 Rights of Teachers (1)**

Focuses on the rights and responsibilities of teachers utilizing relevant legal cases. Offered based upon demand.

**EDUC 565 Behavior Problems in the Classroom (3)**

Deals with behavior and attitudes in the classroom. Emphasizes diagnosis and change of typical behavior problems experienced by teachers. FALL, SPRING-SUMMER.

**EDUC 60A Theory and Methods of Teaching College Subjects (3)**

Covers the application of theory and methods for teaching in collegial and other adult learning environments. Emphasizes part-time teaching of college subjects. Offered based upon demand.

**EDUC 60B Internship: College Teaching (3)**

Provides supervised experience in teaching at the community college level in the student's area of specialization. *Prerequisite: EDUC60B.* Offered based upon demand.

**EDUC 61A Field Experience in Bilingual Education (3)**

Provides a supervised field experience in bilingual education for limited English proficiency students. Includes experiences in language proficiency assessment and development of curriculum in reading, teaching English as a second language and other selected subject areas. Requires ninety (90) hours field work and fulfills the clinical experience requirements of the state for approval in transitional bilingual education. *Prerequisite: BBED525, ENGL508, or permission.* Offered based upon demand.

**EDUC 62A Topics in Education: . . . (1-3)**

Experts in the field present selected topics covering new developments in the field of education. Includes the discussion of the topics and the implications for theory and practice. Participants have an opportunity to discuss the new developments and, where appropriate, apply the techniques and skills. Offered based upon demand.

**EDUC 70H Science of Teaching: Teaching Learning Processes (3)**

Examines critical decisions teachers make; provides theoretical perspective to inform this decision-making; and provides opportunity to gain experience in identifying and critiquing elements of decision-making. *Prerequisites: Practicing elementary and secondary teachers; limited to employees of cooperating school districts.* Offered based upon demand.

**EDUC 70J Science of Teaching: Teaching Learning Principles (3)**

Focuses on the instructional process. Presents the concepts of motivation, reinforcement, and learning theory and the application of these concepts in classroom teaching. *Prerequisite: EDUC70H or concurrent enrollment.* Offered based upon demand.

**EDUC 70K Science of Teaching: Application of Processes and Principles (3)**

Focuses on application of theoretical and practical learning acquired in previous courses in this sequence. Focuses on developing the understanding and skills necessary to analyze teaching behavior with emphasis on predicting and evaluating teaching outcomes. *Prerequisite: EDUC70J.* Offered based upon demand.

**EDUC 70M Science of Teaching: Conferencing Skills (3)**

Focuses on the application of analytical skills and knowledge acquired in previous courses in this series to conferencing with other teachers regarding their teaching performance. Includes the application of communicative theory to conferencing. *EDUC70K.* Offered based upon demand.

**EDUC 710 Open Education: Theory and Implementation (3)**

Explores the theoretical and philosophical assumptions underlying the open classroom. Provides the student with the opportunity to implement the open classroom by developing interest centers, observing open classrooms, and doing a project that brings together theory and practice. Offered based upon demand.



**EDUC 732 Topics in Math Education (3)**

Studies the selected topics currently of concern in the improvement of curriculum, instruction, and learning processes in school mathematics. Includes topics such as calculators, computers, and mathematics education; cognitive development and mathematics learning; enrichment of the elementary mathematics curriculum; and self esteem, anxiety, and motivation of mathematics learners. Requires 20 hours of field work. *Prerequisites:* Background in methods of teaching and educational psychology and ELED424 or equivalent; or permission of instructor. WINTER.

**EDUC 733 Innovation Processes in Education (3)**

Develops capabilities for successful application of the principles/strategies that facilitate and improve learning, and that introduce, implement, and manage innovation in educational systems. Offered based upon demand.

**EDUC 742 Health Concerns of Classroom Teachers (3)**

Presents concepts of preventive health and intervention based on ecological principles. Focuses on drugs, reproduction, nutrition, disease, and safety. Requires five to ten hours of field work. Offered based upon demand.

**EDUC 746 Psychology of Art in Education (3)**

Prepares teachers to recognize and interpret normative and idiosyncratic elements in the art of preschool, primary, and elementary school-age children. Provides practical experience in designing, implementing, and evaluating meaningful art experiences for young children. For graduate credit, students collect and interpret the art work of an individual child. Note: Undergraduate students register for three hours; graduates for four hours. Requires five to ten hours of field work. Offered based upon demand.

**EDUC 78A Methods of Teaching Computer Literacy to Elementary School Children (3)**

Provides experienced teachers with instruction regarding computer education and experience in working with children learning about computers and is taught in conjunction with a computer camp for school-aged children. *Prerequisite:* A course, or demonstrated competency, in computer literacy, or special permission. Offered based upon demand.

**EDUC 801 Child and Family in the Community (3)**

Focuses on the experience in families, cultural differences, child raising practices, communication patterns, and life stress which will affect the young child, his/her view of self and others in his/her family, school and community. Explores the ways in which the schools can be relevant to the needs of varieties of families and identifies support networks in the community. *Prerequisite:* PSYC81A or permission of instructor. FALL, WINTER, SPRING-SUMMER.

**EDUC 81K Science of Teaching: Internship I (3)**

Provides students the opportunity to complete an assessment of a problem in the managing curriculum in their teaching area and an assessment of their teaching skills. *Prerequisites:* A grade of "A" in EDUC70M; written evidence of employing district's willingness to cooperate; and instructor's permission. Offered based upon demand.

**EDUC 81M Science of Teaching: Internship II (3)**

Designed to provide students with supervised practical experience in implementing plans for improving curriculum and teaching performance. *Prerequisites:* EDUC81K and written evidence of willingness of student's employing district to participate. Offered based upon demand.

**EDUC 810 Educational Research (3)**

Covers planning, conducting, and evaluating classroom research. Emphasizes proper use of research in classroom settings to develop solutions to problems. *Prerequisites:* Statistics or permission of instructor. FALL, WINTER, SPRING-SUMMER.



**EDUC 815 Socio-Cultural Factors and Children's Learning (3)**

Explores the interaction of sociological and cultural factors as these relate to children's ability to learn. Examines the implications for school administrators and teachers. SPRING-SUMMER.

**EDUC 819 Improving Learning Environments (3)**

Helps teachers examine and practice strategies for providing nonthreatening and supportive learning environments. Emphasizes skills for improving interpersonal relationships and for fostering growth and expression of creativity and self-confidence. Offered based upon demand.

**EDUC 82F Sports Communication Skills for Coaching (1)**

Examines communication skills especially appropriate for counseling. Deals with verbal and written skills, different audiences, and different media. Offered based upon demand.

**EDUC 821 Meaningful Evaluation Beyond Testing (3)**

Provides insights into ways to improve the process of measuring and grading pupil achievement. Offered based upon demand.

**EDUC 825 Curriculum Development (3)**

Identifies factors and processes considered in curriculum planning, instructional design and development. Includes the assessment of plans for organization of the curriculum and the theory and the application of curriculum principles. Students participate in the curriculum development process both in groups and individually. WINTER, SPRING-SUMMER.

**EDUC 826 Culture/Communication and the Classroom Teacher (3)**

Examines relationship between culture, socialization and education. Applies theories and concepts of intercultural communication to urban school setting. Identifies cultural elements and verbal/nonverbal communication behaviors that impede understanding among teachers/students. Develops specific methods to improve communication effectiveness in the classroom. Offered in FALL and SPRING-SUMMER based upon demand.

**EDUC 827 Issues in Social Studies Education (3)**

Examines developments and trends in teaching social studies. Evaluates controversial issues in social studies. Analyzes global education, problems of democracy, and the place of teaching the future in social studies. Offered based upon demand.

**EDUC 83A Strategies and Resources for Teaching School Geometry (3)**

Examines the scope and sequence of geometric content in the elementary and junior high school mathematics curriculum. Explores the strategies and resources currently available for the teaching of this content. Emphasizes the teaching of geometry at the junior high school level, and on the development of thinking skills. Requires approximately 20 hours of field work. *Prerequisite: ELED424 or equivalent.* WINTER, SPRING-SUMMER.

**EDUC 83B Academic Evaluation and Assessment (3)**

Introduces the student to the selection and construction of classroom assessment instruments. The student learns how to write test items, how to match test items with learning behaviors and objectives, how to insure objectivity, reliability, and validity in constructing tests, and how to compute test statistics. WINTER, SPRING-SUMMER.

**EDUC 832 Contemporary Issues in American Education (3)**

Explores the following contemporary issues: financing public and private education, bilingual-multicultural education, quantity vs. quality in education, teacher accountability, equality of educational opportunity, school desegregation, traditional vs. nontraditional approaches to education, who should be educated and to what extent, and what is the purpose of education. Focuses on developing insights and strategies related to these issues. Offered based upon demand.

**EDUC 833 Teaching Enrichment Mathematics in Elementary School (3)**

Examines the identification and teaching of the mathematically able students with emphasis on the enrichment materials and activities. Focuses on content as well as methods of teaching nonarithmetic elements of mathematics. Includes geometry, graphing, algebra, probability, statistics, metric measurement, problem solving, calculator and computer-assisted instruction, etc. Requires 20 hours of field work. *Prerequisite: EDUC532 or equivalent.* WINTER, SPRING-SUMMER.

**EDUC 837 Sports Management Systems (3)**

Study of administration of sport and recreative fields. Analysis of various administrative and leadership structures. Offered based upon demand.

**EDUC 842 Reading Diagnosis (3)**

Identifies factors which inhibit success in reading and analyzes resultant reading difficulties. Strengthens skills in diagnostic procedures in classroom settings. FALL, WINTER.

**EDUC 846 Reading Remediation in the Classroom (3)**

Reviews and extends students' skills in the use and critical evaluation of teaching methods and materials for remediating reading difficulties in the classroom. Emphasizes the development of teacher-made as well as the use of commercially produced materials. *Prerequisite: EDUC842.* FALL, WINTER, SPRING-SUMMER.

**EDUC 848 Teaching Reading in the Content Areas (3)**

Surveys the strategies and materials which facilitate learners' reading and study skills in the content area. Topics covered include development of reading lessons, affective & cognitive growth, readability demands, vocabulary development, comprehension skills, etc. *Prerequisite: One prior course in reading or permission of instructor.* FALL, WINTER, SPRING-SUMMER.

**EDUC 852 Advanced Methods of Teaching Social Studies (3)**

Prepares teachers to teach citizenship, functions of law, and legal concepts utilizing mock trials and case studies. Includes analysis, preparation, and demonstration of the case study method of teaching; methods of decision making; and observations of court trials. Offered based upon demand.

**EDUC 853 Advanced Methods of Teaching Language Arts (3)**

Introduces classroom teachers to theory and practice in the field of elementary language arts including classroom applications for teaching speaking, listening and writing skills. Emphasizes an integrated approach to language arts instruction through incorporation of grammar, usage, spelling and handwriting conventions into daily oral and written composition experiences. *Prerequisite: ENGL53A.* Offered based upon demand.

**EDUC 854 Individualizing Mathematics Instruction (3)**

Examines purpose and procedures of individualizing mathematics instruction in classroom settings. Identifies, evaluates, and applies formal and informal assessment procedures and current existing individualized mathematics programs. Focuses on personalized diagnostic/evaluative mathematics instruction in a specified learning environment. Requires 20 hours of field work. *Prerequisite: EDUC532 or equivalent.* FALL, WINTER.

**EDUC 86A Practicum in Reading (3)**

Provides a supervised clinical practicum experience in diagnostic and remedial tutorial work for disabled readers in elementary schools. Meets the ISBE requirements for partial fulfillment of the reading specialist qualification. *Prerequisites: EDUC842, EDUC846, and EDUC848.* FALL, WINTER.

**EDUC 86E Graduate Seminar in Education (3)**

Reviews selected current topics in education. Culminating course for non-thesis option graduate students in education. Requires the writing of a research paper related to the student's field of study. *Prerequisites: Completion of 27 semester hours of study and admission to candidacy in the M.A. in education.* FALL, WINTER, SPRING-SUMMER.

**EDUC 870 Independent Study: . . . (1-6)**

Individual reading, research and/or project in education under the supervision of the faculty. *Prerequisite:* Permission of instructor and division chairperson. Offered based upon demand.

**EDUC 870P Independent Study: . . . (1-6)†**

Individual reading, research and/or project in education under the supervision of the faculty. *Prerequisite:* Permission of instructor and division chairperson. Offered based upon demand.

**EDUC 890 Graduate Thesis/Project: . . . (3)†**

Provides an opportunity for intensive study of a problem chosen by the student. A candidate who is approved for the thesis option will be required to orally defend the thesis. The thesis option is limited to outstanding students who have had a thesis proposal approved by a minimum of two faculty in the Division of Education, the division's chairperson and by the Dean of the College of Education. Students interested in pursuing the doctorate degree in education should select the thesis option. *Prerequisite:* Admitted to candidacy. FALL, WINTER, SPRING-SUMMER.

## Educational Administration and Supervision

**EDAD 720 School-Community Relations (3)**

Analyzes communities as learning resources for the school and as a major determinant of school curriculum. Special attention to family and community cultural values. (Graduate students carry out a project in a school community.) FALL, WINTER, SPRING-SUMMER.

**EDAD 801 Leadership and Staff Relations (3)**

Provides educators with a knowledge of theories of leadership, motivation, leader-staff relations, innovation, and stress. Deals with application of this knowledge to the administration of educational organizations. FALL, WINTER, SPRING-SUMMER.

**EDAD 810 Introduction to Educational Administration (3)**

Introduction to organization, administrative tasks, leadership behavior, roles of school personnel and policy formation. FALL, SPRING-SUMMER; offered in WINTER based upon demand.

**EDAD 815 Elementary and Secondary School Administration and Supervision (3)**

Introduces the prospective administrator to various features of elementary and secondary school level administration. Organizational structure, administrative roles and responsibilities are identified, analyzed, and discussed. FALL, WINTER, SPRING-SUMMER.

**EDAD 818 Supervision of Classroom Teachers (3)**

Focuses on major elements of a supervisory relationship with classroom teachers and on the development of ability to facilitate learning between adults. FALL, WINTER.

**EDAD 820 The Community College (3)**

Studies the community college as a unique type of educational institution. Surveys the historical development, philosophical bases, control, curriculum, and students in the community college system. *Prerequisite:* EDAD810, or permission of instructor. FALL.

**EDAD 823 Community College Administration (3)**

Examines college administration in different areas of college operations. Focuses on policy-setting processes. *Prerequisites:* EDAD810 and EDAD820. WINTER.

**EDAD 840 School Law (3)**

Explores the legal basis of the school and the relations between social problems and federal and state court decisions. Includes legal rights of administrators, teachers, parents, and students. Focuses on court decisions on due process, equality, and malpractice. FALL, WINTER.

**EDAD 850 Seminar: Educational Policies and Issues (3)**

Provides an understanding of educational policies at the state, local, and federal levels. Includes legal and political issues involving state and federal educational programs for bilingual and handicapped students. WINTER.

**EDAD 865 Practicum in Administration and Supervision I (3)†**

Provides a school setting in which the student develops and utilizes a variety of administration and supervisory skills. Focuses on budget, curriculum, and personnel matters. *Prerequisite: Permission.* FALL, SPRING-SUMMER.

**EDAD 866 Practicum in Administration and Supervision II (3)†**

Provides an extended experience in a school setting in which the student develops and utilizes a variety of administrative and supervisory skills. Considers evaluation techniques, collective bargaining, public relations, and preparation of reports. *Prerequisite: Permission.* FALL, SPRING-SUMMER.

## Educational Computing

**EDCP 50A Introduction to Microcomputers in Education (3)**

Examines the impact and use of microcomputers in today's educational system, particularly as they apply to the introduction, use, and evaluation of the microcomputer as an instructional and managerial aid. Students discuss and apply strategies for assessing needs and the selection of hardware and software at an introductory level. FALL, WINTER, SPRING-SUMMER.

**EDCP 61A Evaluating Microcomputer Software (3)**

Enhances the student's ability to select and use microcomputer software and hardware. Activities center around the development of selection criteria for software. Students experience a hands-on approach to judging and selecting microcomputer software to meet educational objectives and needs. *Prerequisite: EDCP50A or permission of the instructor.* FALL, WINTER, SPRING-SUMMER.

**EDCP 73A Educational Applications of the Microcomputer: Educational Administration (3)**

Provides the student with direct content and skill area applications of the microcomputer for use in educational administration. Topics covered include applications of microcomputers, selecting appropriate hardware and software, and administrative uses, such as written communication, record management (student and personnel), and budget management. *Prerequisites: EDCP50A, EDCP61A, or permission of the instructor.* Offered based upon demand.

**EDCP 73L Educational Applications of the Microcomputer: Language Arts (3)**

Provides the student with content and skill area applications of the microcomputer for use in language arts education. Topics covered include word processing, developmental, and remedial activities in language study, grammar, written composition, vocabulary and spelling; as well as the assessment of hardware and software needs and the use of commercial and teacher-made materials. *Prerequisites: EDCP50A, EDCP61A, or permission of the instructor.* FALL.

**EDCP 73M Educational Applications of the Microcomputer: Mathematics (3)**

Provides the student with direct content and skill area applications of the microcomputer for use in mathematics education. Topics covered include developmental, remedial, enrichment, corrective and adaptive instruction, assessing hardware and software needs, use of commercial and teacher-made materials. *Prerequisites: EDCP50A, EDCP61A, or permission of the instructor.* FALL.

**EDCP 73R Educational Applications of the Microcomputer: Reading (3)**

Provides the student with direct content and skill area applications of the microcomputer for use in reading education. Topics covered include developmental, remedial, enrichment, corrective and adaptive instruction in classroom and clinic, assessing hardware and software needs, use of commercial and teacher-made materials. *Prerequisites:* EDCP50A, EDCP61A, or permission of the instructor. WINTER, SPRING-SUMMER.

**EDCP 73S Educational Applications of the Microcomputer: Special Education (3)**

Investigates the use of microcomputers in special education and the multitude of uses this technology offers the handicapped. Includes emphasis on user-oriented applications of the microcomputer, classroom problem-solving techniques and computer assisted instruction (CAI). *Prerequisite:* SPED510. WINTER.

**EDCP 73Z Educational Applications of the Microcomputer: Science (3)**

Enables students to evaluate, utilize and develop computer software for use in science classrooms. Involves reviewing available science software, testing software in the classroom and developing programs for use with science courses. *Prerequisite:* EDCP50A or permission of instructor. WINTER.

**EDCP 75A Designing Microcomputer-based Instruction (3)**

Provides the student with advanced skill development in the design and utilization of computer assisted instruction and management. Students complete an extensive analysis of instructional tasks, microcomputer materials, design requirements, and the actual development of a complete software package. *Prerequisites:* I&TT755 and EDUC825. WINTER.

**EDCP 85A Integrating Microcomputer-based Education (3)**

Provides students with a synthesis of computer education issues. Topics covered include uses and abuses of microcomputers, future roles of microcomputers, educational staffing and training issues, hardware and software cost analyses, promoting computer literacy, and other related issues. *Prerequisite:* EDCP61A. WINTER, SPRING-SUMMER.

**EDCP 86A Practicum in Microcomputer Education (3)**

Provides a supervised practicum experience in microcomputer education and instruction. Students work with learners in either a classroom, laboratory, or computer camp setting assisting the learners in developing proficiency in either the use of microcomputers or skill development in a subject area through the use of a microcomputer. *Prerequisite:* EDCP85A. SPRING-SUMMER.

## Elementary Education

**ELED 370 Methods of Teaching (3)**

Provides the student with linkage between theory, philosophy, and methodology. Introduces the prospective teacher to the foundations of methodology and to the myriad of decisions that teachers have to make. Apprises students of a variety of approaches to lesson planning and unit planning, with special emphasis on the needs of culturally diverse students. Includes ten hours of field experience. *Prerequisite:* PSYC320. FALL, WINTER, SPRING-SUMMER.

**ELED 380 Methods of Teaching Language Arts (3)**

Introduces the prospective teacher to programs of language arts instruction at the elementary level; including methods, materials, goals, and management strategies for teaching oral and written communication, spelling, composition, and handwriting. *Prerequisites:* PSYC320 and ELED370 or concurrent enrollment. FALL, WINTER, SPRING-SUMMER.



**ELED 410 Introduction to Modern Education (3)**

Identifies and describes classroom and school procedures, teacher roles, and curriculum systems in urban elementary schools. Requires five to ten hours of field work. Offered based upon demand.

**ELED 424 Methods of Teaching Elementary Math (3)**

Introduces prospective teachers to the content, methodology, and instructional materials for elementary school mathematics program. Emphasizes application of knowledge from learning theory, diagnostic/prescriptive teaching, and individual differences in selecting, organizing, and presenting mathematical content for elementary school children. *Prerequisites:* At least six hours of college-level mathematics; having met the university requirement for computational competency, PSYC320 and ELED370 or concurrent enrollment. FALL, WINTER, SPRING-SUMMER..

**ELED 426 Methods of Teaching Reading (3)**

Surveys the various phases of reading in their relation to a modern program of education and the place of reading in the curriculum. Emphasizes modern practices in the classroom teaching of reading. *Prerequisites:* PSYC320 and ELED370 or concurrent enrollment. FALL, WINTER, SPRING-SUMMER.

**ELED 430 Language Concerns of Classroom Teachers (3)**

Provides preservice teachers with a background in theories, strategies and methods of teaching language arts. Requires five to ten hours of field work. Offered based upon demand.

**ELED 442 Methods of Teaching Social Studies (3)**

Examines learning materials which are useful for teaching social studies in grades K-9. Demonstrates how to teach social studies with a variety of materials and activities. Illustrates methods of teaching social science theories, concepts, and generalizations. *Prerequisite:* A college course in U.S. history or government; PSYC320; and ELED370 or concurrent enrollment. FALL, WINTER, SPRING-SUMMER.

**ELED 469 Classroom Management Strategies (2)**

Introduces students to principles and practices of managing instruction within the classroom. Focuses on student-teacher rapport, grouping strategies, motivation, problem solving and decision making within the context of a humanistic environment. To be enrolled concurrently with Student Teaching. *Prerequisites:* Completion of all professional and other teacher education requirements; grade of "C" or better in each methods course; permission required through submission of student teaching petition; and concurrent enrollment in EDUC499. FALL, WINTER.

**ELED 516 Physical and Recreational Activities for Elementary Schools (2)**

Deals with teaching skills for the playground and in the gymnasium. Offered based upon demand.

**ELED 528 Methods of Diagnosing and Remediating Reading Difficulties (3)**

Familiarizes prospective teachers with formal and informal assessment procedures in reading. Students will analyze test data, administer and interpret tests, plan and implement remedial activities for several pupils in classroom settings. Requires a minimum of 20 hours of field work. *Prerequisites:* ELED380 and ELED426 or enrollment in the multicategorical special education major. FALL, WINTER.

**ELED 60A Workshop: Matching Teaching/Learner Styles (3)**

Covers various methodologies in presenting material in the classroom. Involves matching teacher and learner styles, with awareness that children learn in different ways. Examines ways the curriculum can be synchronized with individual differences to maximize learner's effectiveness. Offered based upon demand.



**ELED 61A Writing Across the Curriculum (1)**

Examines the many ways in which elementary students can use writing as a tool for content area learning. Participants in the class will develop activities that allow students to write down observations, notes and questions, to write up field trips, class projects and events and to write out directions, explanations and problems. Explores cross-disciplinary themes as a vehicle for integrating various content areas. *Prerequisite:* At least one undergraduate or graduate class in language arts. Offered based upon demand.

**ELED 61B Teaching Writing As A Thinking Process (1)**

Participants investigate the relationship between thinking and writing skills. Class participants will work with models of thinking behaviors developed by J.P. Guilford, Benjamin Bloom and Hilda Taba and will explore teacher behaviors that stimulate higher level thinking and will develop classroom activities that promote the generation and organization of ideas by elementary students in oral and written composition assignments. *Prerequisite:* At least one undergraduate course in language arts or reading. Offered based upon demand.

**ELED 719 Survey of Early Childhood Education Programs (3)**

Students observe and analyze different facilities for children from birth up to six years. Small groups will identify the needs of very young children and site visits will provide the basis for student assessment of how young children's needs are being met. Offered based upon demand.

**ELED 725 History and Philosophy of Early Childhood Education (3)**

Examines historical and philosophical ideas about the nature and importance of early learning. Students will examine and discuss their own attitudes and goals for early childhood education. *Prerequisite:* PSYC81A. FALL, WINTER, SPRING-SUMMER.

**ELED 731 Parenting: The Early Years (3)**

Highlights the needs of children from birth to six years. Explores a variety of ways adults can meet those needs. Offered based upon demand.

**ELED 732 Piagetian Theories in Math Education (3)**

Explores teaching implications of Piaget's theory of child development applied to children's acquisition of mathematical concepts and skills. Students acquire skill in assessing children's development in mathematics. Utilizes laboratory materials useful in teaching children mathematical concepts. Offered based upon demand.

**ELED 736 Curriculum and Instruction in Early Childhood Education (3)**

Examines unique qualities of early learning. Emphasizes development of curriculum and instruction in specific areas of learning including art, music, literature, reading instruction, math, and natural and social science for prekindergarten children. Includes 15 hours of fieldwork. *Prerequisite:* PSYC81A. Offered based upon demand.

**ELED 738 Health and Nutrition for the Young Child (3)**

Reviews the relevant literature and research on the effects of nutritional factors on physical and cognitive development. Examines educational implications. SPRING-SUMMER.

**ELED 81A Teaching Writing in the Elementary Classroom (3)**

Research based course designed to assist classroom teachers in developing a year long written composition program for elementary grade students. Class participants will work with a three step writing process that leads students from pre-writing experiences to finished compositions, stories and reports. Knowledge of current theory and research in writing will be applied to classroom processes through which students acquire writing skills. *Prerequisite:* At least one undergraduate course in language arts or methods of language arts. Offered based upon demand.

**ELED 818 Early Childhood Assessment (3)**

Studies the history and issues of early childhood assessment. Provides experiences in selecting, administering, and interpreting various assessment techniques and materials. *Prerequisite:* PSYC81A. WINTER, SPRING-SUMMER.

**ELED 830 Current Issues in Early Childhood Education (3)**

Examines different viewpoints on several current issues. Emphasizes decision making processes used in resolving issues. Offered based upon demand.

**ELED 831 Teaching to Limited English Proficient Students (3)**

Examines techniques and strategies for teaching various content areas to students with limited proficiency in English. *Prerequisites:* EDUC310, SPED510, and PSYC320. Offered based upon demand.

**ELED 832 Teaching Arithmetic Operations (3)**

Study of the basic arithmetic which underlies the elementary school curriculum. Covers techniques of teaching basic arithmetic concepts to children. Examines current elementary school mathematics curricula and materials, including games and laboratory activities. SPRING-SUMMER.

**ELED 834 Individualizing Prekindergarten Curriculum and Instruction (3)**

Analyzes techniques for individualizing instruction in specified content areas. Examines, selects, and applies techniques for: assessing levels of functioning, selecting activities and materials for each content area, and devising/selecting methods for evaluating student progress. Requires 15 hours of field work. *Prerequisite:* ELED736. FALL, WINTER, SPRING-SUMMER.

**ELED 844 Reading Strategies for Individualizing Instruction (3)**

Study of individualization and the language-reading process. Focuses on pupil variability and personalized diagnostic instruction in a specified learning environment. *Prerequisite:* EDUC842. FALL, WINTER, SPRING-SUMMER.

**ELED 850 Advanced Methods of Teaching Reading (3)**

Reviews and discusses various methods of teaching reading at elementary and junior high levels. Discusses various theoretical models of learning to read and their application in classroom. Evaluates methods of teaching reading in the light of current learning and information processing theories. FALL, WINTER, SPRING-SUMMER.

## English and Literature

**ENGL 310 Writing Principles (3)**

Emphasizes principles, techniques, form, and style in writing. FALL, WINTER, SPRING-SUMMER.

**ENGL 311 Survey of English Literature I: Beowulf to the 18th Century (3)**

Surveys a selection of literary masterpieces from Anglo-Saxon origins through the Middle Ages and the English Renaissance to the Restoration and Eighteenth Century. FALL.

**ENGL 312 Survey of English Literature II (3)**

Surveys a selection of literary masterpieces in English literature from the Romantic period through the Victorian and Modern periods to the present. WINTER.

**ENGL 316 Chicano and Puerto Rican Struggle Through Literature (3)**

Covers the history of the Chicano movement and the Puerto Rican experience in the U.S.A. Studies the writings by Alana, Barris, Burma and others focusing on Chicano and Puerto Rican literature and reflecting their struggles and concerns. Not scheduled to be offered in AY85-86.

**ENGL 321 American Literature I (3)**

Focuses on the major writers, works, and related background in American literature before 1865. FALL.

**ENGL 322 American Literature II (3)**

Focuses on the major writers, works, and related background in American literature after 1865. WINTER.

**ENGL 33A Studies in Literature (3)**

Brings literature into the life of the educated citizen. Students will study consequential works of English, American, and World literature as a prologue to a lifetime of reading. FALL, WINTER, SPRING-SUMMER.

**ENGL 381 Communications I (3)**

Designed to improve the student's writing ability. Covers form, style and mechanics of writing informative and exploratory essays. FALL, WINTER, SPRING-SUMMER.

**ENGL 382 Communications II (3)**

Studies the numerous and varied forms of written and spoken communication in modern business. Emphasizes the importance of all aspects of communication in contemporary business and industrial applications. *Prerequisite: ENGL381 or equivalent.* WINTER, offered in FALL based upon demand.

**ENGL 470 Independent Study: . . . (1-4)**

Individual reading, research and/or project in English under the supervision of the faculty. *Prerequisite: Permission.* Offered based upon demand.

**ENGL 50A Introduction to Linguistics (3)**

Provides a comprehensive introduction to the ways in which linguists describe language, focusing especially on English. Explores all levels of linguistic structure from sound (phonetics and phonology) to meaning and use (semantics and pragmatics). Examines major issues and subdisciplines in the systematic study of language, including dialects, prescriptivism and language abuse, style, historical change, usage and definitions of standards, and the differences between speech and writing. SPRING-SUMMER.

**ENGL 508 Teaching English as a Second Language (3)**

Application of linguistic principles and various methods of language instruction to the teaching of English language skills to individuals learning English as a second language. Emphasizes techniques for effective utilization of first language skills in second language learning. Curricula and materials will be examined. Not scheduled to be offered in AY85-86.

**ENGL 51A Advanced Composition and Rhetoric (3)**

Examines the history of rhetoric and composition, and contemporary issues in composition theory and pedagogical practice. Develops the student's abilities as a writer. WINTER.

**ENGL 510 Major English Authors: . . . (3)**

Concentrated study of selected authors. Students may take course for credit more than once because the authors selected change from year to year. FALL, SPRING-SUMMER.

**ENGL 511 African Novel (3)**

A critical analysis of the literature written by selected major African writers. Not scheduled to be offered in AY85-86.

**ENGL 512 Black Literature I: 1760-1900 (3)**

Generally surveys black prose from colonial period to 1900. Covers a wide variety of works from several genres, with a major emphasis on prose embracing the slave narratives and early black fiction. FALL, WINTER, SPRING-SUMMER.

**ENGL 513 Black Literature II: 1900-41 (3)**

Provides a model for approaching black literature from a variety of literary and sociocultural perspectives, with a special emphasis on the Harlem renaissance and major authors, including Paul Laurence Dunbar, Charles Chesnut, and James Weldon Johnson. WINTER.

**ENGL 514 Black Literature III: 1941-Present (3)**

Continuation of Black Literature II. Embraces all genres and extends chronologically from World War II to the present. The main focus is on authors such as Wright, Baldwin, Ellison, Margaret Walker, Alice Walker and Toni Morrison, as well as black writers of the civil rights movement. Not scheduled to be offered in AY85-86.

**ENGL 52A Major Black Authors: . . . (3)**

Individual Black writers will be studied in depth. Students may register in this course for credit more than once as the authors studied vary from year to year. FALL.

**ENGL 520 Major American Authors: . . . (3)**

Individual American writers will be studied in depth. Students may take course for credit more than once, as the authors studied vary from year to year. FALL, WINTER, SPRING-SUMMER.

**ENGL 521 Comparative Latin American Literature (3)**

Studies the Latin American novel. Covers major writers of different Latin American countries and the poetry of protest and revolution in the 20th century. FALL.

**ENGL 522 Novel of the Mexican Revolution (3)**

Studies the literary works during the Mexican Revolution. Not scheduled to be offered in AY85-86.

**ENGL 523 Protest and Revolution in Latin American Literature (3)**

Studies the Latin American novel and poetry of protest and revolution produced in the 20th century. Focuses on Neruda, Vallejo, and Puerto Rican and Chicano poets. Not scheduled to be offered in AY85-86.

**ENGL 53A Children's and Adolescent Literature (3)**

Introduces the student to the variety of literature available for children and adolescents. Examines establishing criteria for selection of literature for children and adolescents, including criteria related to reading levels, student interests, quality of materials, and psychological, cultural, and social issues. SPRING-SUMMER.

**ENGL 532 Literature of Immigrant Children (3)**

Readings and analysis of fiction produced by the immigrant children, the white ethnics, who emigrated to the U.S. in the late 19th century. Set in context with mainstream American writers and American black literature. SPRING-SUMMER.

**ENGL 535 Literature and History: . . . (3)**

Explores the relationships between ideas which have political, social and historical importance and the developments in history for which these ideas have consequences. Topics include the 1920s and modern Europe (19th and 20th centuries) and will vary from year to year. WINTER.

**ENGL 540 Bible as Literature in Social Context (3)**

Introduces the diverse literary genres of biblical literature in their social/cultural setting. Utilizes the recent knowledge of archeology, linguistics, and Near Eastern studies. WINTER.

**ENGL 541 Chinese Culture: Language and Literature (3)**

Presents an understanding of Chinese culture through the language and literature. Students become familiar with the language, Chinese sentence patterns, and modalities of expression, and also engage in a structural reading of selected works of Chinese literature. FALL.

**ENGL 545 Counter-Propaganda (3)**

Studies modern propaganda techniques used by advertising, political parties, and the government. Examines specific counter-propaganda techniques. Designed primarily for high school teachers who teach propaganda analysis, persuasion, consumer education, and the like. FALL.

**ENGL 551 Shakespeare I: Histories and Comedies (3)**

Reading and analysis of Shakespeare's history plays and comedies. Graduate students address textual problems. FALL.

**ENGL 552 Shakespeare II: Tragedies and Romances (3)**

Reading and analysis of Shakespeare's tragedies and romances. Graduate students address textual problems. WINTER.

**ENGL 560 Philosophical Themes in Contemporary Literature (3)**

Examines philosophical ideas embodied in literary works of art and presents a methodology of thematic studies in literature. FALL.

**ENGL 590 Research Techniques (3)**

Instruction and practicum in research techniques ranging from basic library skills to advanced methods of information storage and retrieval. SPRING-SUMMER.

**ENGL 592 Historical Studies in the English Language (3)**

Focuses on the historical development of English language studies. Emphasizes the major contemporary theories of grammar including structural, transformational, tagmemic, and traditional. Also examines two major approaches to language—psycholinguistic and sociolinguistic. WINTER.

**ENGL 620 Women in Latin American Literature (3)**

Studies literary works produced by women in Latin America. Includes a critical analysis of other works which reflect the role women play in society. WINTER.

**ENGL 675 The Short Story (3)**

Study of the development of the short story as a literary genre and the major changes in the theory and practices of the art. Not scheduled to be offered in AY85-86.

**ENGL 820 Critical Analysis: Latin American Literature (3)**

Studies the major approaches to criticism with an emphasis on critical writing. Includes the study of Spanish and Latin American literary criticism. WINTER.

**ENGL 835 Seminar: Social Novel (3)**

Studies the indigenous novel as an expression of and reaction to the social, political and economic conditions of select cultural groups. FALL, SPRING-SUMMER.

**ENGL 840 Seminar: Philosophy in Literature (3)**

Focuses on philosophical themes in literature. Offers a forum at an advanced level where thematic studies are the focus of investigation in literary works. WINTER.

**ENGL 845 Seminar in English Literature (3)**

Studies a selected period of English literature including: Medieval, English Renaissance, Restoration and Eighteenth Century, Romantic and Victorian, Modern and PostModern. Literature of a period is related to historical, political, social, and religious currents of the times. Students concentrate on a period of their choice. WINTER.

**ENGL 850 Seminar in American Literature (3)**

Focuses on extensive readings on one period in American literature. Typically, students read both primary literary works and secondary critical and historical analyses. FALL.



**ENGL 870 Graduate Research: . . . (1-4)**

Individual reading, research and/or project in English under the supervision of the faculty. *Prerequisite: Permission. Offered based upon demand.*

**ENGL 890 Graduate Thesis/Project: . . . (3)**

Provides the student in English the opportunity to synthesize graduate coursework by developing and completing a thesis or project specific to the student's interests in English. *Prerequisite: Permission of advisor. Offered based upon demand.*

## English Education

**EGED 518 Language, Teaching and Learning (3)**

Exploration of contemporary theories of language, reading and the teaching thereof. Particularly related to the teaching and learning of children. *Prerequisite: ENGL592. WINTER.*

**EGED 523 Methods of Teaching English (3)**

Focuses on the various components of the secondary school English curriculum in which students should develop competencies in order to meet the full range of responsibilities of the teacher of English. Includes study in the English language, literature, composition, listening, and reading emphases. This course is appropriate for those students who plan to teach English in the secondary school or teach language arts in the elementary school. *Prerequisites: Twenty-five hours of English and/or literature courses. FALL.*

**EGED 528 Teaching Reading in High School (3)**

Examines the vocabulary, comprehension, literature appreciation, and study skills which should be included in the reading component of the English curriculum. Provides students with skills for teaching reading in secondary school content subjects. *SPRING-SUMMER.*

**EGED 69A Workshop for Teachers of Writing (1)**

Emphasizes the method and practice of teaching writing. Focuses on methods of motivating students, pre-writing, free writing, style development, revision and evaluation. *Prerequisite: Graduate student status. SPRING-SUMMER.*

**EGED 810 Advanced Methods of Teaching English (3)**

Designed for inservice teachers and graduate students with teaching experience to enhance their skills and knowledge of English teaching methods. Emphasizes practicality by providing students with specific teaching suggestions and includes an examination of research evidence and sound theory. Familiarizes students with content which should be taught in an effective English curriculum as well as suggested activities for teaching that content. Not scheduled to be offered in AY85-86.

## Environmental Science

**ESCI 316 Environmental Science (3)**

Ecological, social, economic, and legal implications of humanity's disruption of the environment are the backdrop for this investigation of the environment's influence on the quality of human life and natural processes. Designed to familiarize students with fundamental environmental technology, concepts and principles as well as with practical applications. Designed for non-science majors. *FALL, WINTER, SPRING-SUMMER.*

**ESCI 470 Independent Study (1-4)**

Individual reading, research and/or project in environmental science under the supervision of the faculty. *Prerequisite: Permission. Offered based upon demand.*



**ESCI 505 Energy, Resources and Society (3)**

Covers various methods of energy production and the environmental effects of each. Discusses the extraction and utilization of the world's major mineral resources and effects of their use. Examines the effect of various energy sources upon our environment, U.S. standards of living and energy and resource utilization. Designed for non-science majors. Offered based upon demand.

**ESCI 525 Ethics and Environment (3)**

Examines the roots of our current environmental dilemmas and ethical positions imposed by an environmental crisis. Evaluates possible consequences of various ethical systems applied to an environmental crisis. FALL.

**ESCI 545 Environmental Law and Assessment (4)**

Presents methods and procedures for performing environmental assessment. Reviews federal and state legislation and environmental legal history. Focuses on "state of the art" methods for compliance. *Prerequisite:* MATH325. Offered in SPRING-SUMMER based upon demand.

**ESCI 565 Meteorology (2)**

Surveys basic principles of meteorology and their application to the movement of air pollutants. *Prerequisites:* Basic college chemistry and physics; and MATH325 or equivalent. Offered based upon demand.

**ESCI 575 Air Quality Research (2)**

Students participate in ongoing air quality investigation. Projects involve students in sampling, field and laboratory analytical work, and the evaluation and interpretation of data. *Prerequisites:* College chemistry and basic physics. Offered based upon demand.

**ESCI 576 Air Quality Research Laboratory (1)**

Covers laboratory/field experiments associated with ESCI575. Students are expected to spend a minimum of three hours a week in the laboratory and/or field. *Prerequisite:* CHEM492 or concurrent enrollment in ESCI575. Offered based upon demand.

**ESCI 870 Graduate Research: . . . (1-4)**

Individual reading, research and/or project in environmental science under the supervision of the faculty. *Prerequisite:* Permission. Offered based upon demand.

**ESCI 890 Graduate Thesis/Project: . . . (1-6)**

Provides the student in environmental science the opportunity to synthesize graduate coursework by developing and completing a thesis or project specific to the student's interests in environmental science. *Prerequisite:* Permission of advisor. Offered based upon demand.

## Finance

**FIN 301 Principles of Financial Management (3)**

Deals with theory and practice of the financial management function in planning, raising, and directing the efficient allocation of funds within the firm. *Prerequisites:* ACCT302, ECON301 and STAT361. FALL, WINTER, SPRING-SUMMER.

**FIN 340 Survey of the Real Estate Industry (3)**

A survey course for degree-seeking students without a real estate background. Examines relationship of real estate to the business community. Introduces brokerage operations, finance, investment, valuation, and property management. Reviews the legal framework of the industry and introduces other facets of real estate for further study or specialization. Note: Students who have completed six hours of real estate should not enroll for credit. FALL.

**FIN 341 Fundamentals of Real Estate Lending (3)**

Examines real estate loans as a significant part of the investment portfolio for financial institutions. Discusses these institutions and their procedures for investment, and governmental activities affecting these activities as well as other changes in the financial markets that affect them. Not scheduled to be offered in AY85-86.

**FIN 342 Fundamentals of Real Estate Valuation (3)**

A study of the nature of real property and value, influences of value on real property, the appraisal process, city and neighborhood data analysis, highest and best use, building inspection, and three approaches: value-cost, market data, and income. Attention will also be given to the appraisal report and professional standards and practices. Not scheduled to be offered in AY85-86.

**FIN 343 Sales Techniques and Real Estate Brokerage (3)**

Focuses on training a salesperson in the practical application of innovative sales psychology as well as other operational problems for managers of a residential and commercial real estate brokerage including listing, assessing, selling, and financing real estate. *Prerequisite:* FIN340 or equivalent. Not scheduled to be offered in AY85-86.

**FIN 344 Construction Scheduling and Cost Estimating (3)**

Improves ability to control and properly cost the construction process. Coursework includes terminology, methods and materials, measurement and the typical sequences of construction projects, and reading and working from plans and specifications. Attention is also given to the utilization of standard cost data sources and their use in the development or valuation of real estate. Not scheduled to be offered in AY85-86.

**FIN 430 Financial Institutions (3)**

Explores the development and role of financial intermediaries in the savings-investment process and compares investment and/or loan policies of the major financial institutions. *Prerequisites:* FIN301 and ECON301. WINTER.

**FIN 435 Estate Planning (3)**

Covers basics needed for developing and updating an estate plan, its creation, conservation, and disposition. Includes topics on identifying and harmonizing life goals and life styles, investment options, life insurance, guardianships, trusts, wills, and the newly revised federal estate and gift tax law. Not scheduled to be offered in AY85-86.

**FIN 440 Insurance and Risk Management (3)**

Analyzes the nature and scope of the various risk exposures generally facing individuals and profit and nonprofit organizations. Examines alternate methods of dealing with risk exposures, including the use of insurance as a risk-handling device. Features topics on personal risks, property risks, third-party liability risks, and the nature and types of insurance contracts. Students will learn to apply risk management techniques to their professional and personal affairs. SPRING-SUMMER.

**FIN 441 Real Estate Property Management (3)**

Focuses on the application of management techniques to the specialized field of real estate. Covers historical background and operating techniques, as well as the scope of professional real estate management. *Prerequisite:* FIN340. Not scheduled to be offered in AY85-86.

**FIN 442 Single Family Residential Appraisal (3)**

Emphasizes the application of appraisal fundamentals in the residential field including condominiums and cooperatives. Covers the process of collecting and analyzing city, neighborhood, site and market data as well as the use of property inspections. Emphasizes current practical applications through extensive use of problems and case studies. Reviews narrative techniques as well as current forms used in appraisal reports. *Prerequisite:* FIN342 or equivalent. Not scheduled to be offered in AY85-86.

**FIN 445 Analysis of Financial Statements (3)**

Utilizes computer simulation to facilitate understanding and application of certain tools and techniques of analysis. Includes flow of funds, forecasting, and discounted cash flow. *Prerequisite:* FIN301. WINTER.

**FIN 448 Real Estate Investment Analysis (3)**

Combines the skills from federal income tax accounting and financial mathematics and utilizes these for a formal analysis of real estate investments. The completion of this course places the student's knowledge equivalent to the content offered with course CI 101 by the Realtors National Marketing Institute. *Prerequisite:* FIN340 or equivalent. Not scheduled to be offered in AY85-86.

**FIN 450 Financial Markets (3)**

Deals with analysis of the flow of funds through financial institutions and markets with the purpose of understanding and predicting market conditions. Covers types of financial instruments, term structure of interest rates, investment policies of financial institutions, efficiency of financial markets, and the effects of monetary and fiscal policies upon financial markets. *Prerequisite:* FIN301. FALL.

**FIN 460 Investments (3)**

Involves study of the principles of investment securities with varying degrees of risk and return. Includes topics on investment risk, historical risk-return relationships, valuation of alternative financial instruments, technical analysis, procedures of the securities industry, formula investing, tax considerations, investment companies, and personal investment policy. *Prerequisite:* FIN301. FALL.

**FIN 470 Independent Study: . . . (3)**

Independent study is intended to provide better students with the opportunity to study a topic of their choice in finance under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within finance and an instructor to sponsor the work. *Prerequisite:* Permission of instructor and dean. Offered based upon demand.

**FIN 801 Problems in Financial Management (3)**

Covers the problems faced by the financial officer in the management of funds in the business firm. Emphasizes developing skills and techniques to implement capital expenditure policies, solving short-term and long-term financing problems, and establishing dividend policies. *Prerequisites:* FIN301, MATH355, and STAT361. FALL, WINTER.

**FIN 830 Financial Markets (3)**

Covers analysis of the financial markets with emphasis on understanding and predicting interest rates and stock prices. Includes topics on structure and behavior of interest rates, flow of funds analysis, operation of the security markets, portfolio policies of financial institutions, effect of monetary and fiscal policies of the financial markets, capital market theory, and measurement of market efficiency. *Prerequisite:* FIN801. FALL.

**FIN 850 Investments (3)**

Studies the principles of investment in securities with varying degrees of risk and return. Includes topics on investment risk, historical risk-return relationships, valuation of alternative financial instruments, technical analysis, procedures of the securities industry, formula investing, tax considerations, investment companies, and personal investment policy. *Prerequisite:* FIN301 and STAT361. Not scheduled to be offered in AY85-86.

**FIN 855 Analysis of Financial Statements (3)**

Emphasizes external accounting rather than internal or managerial. Covers the analytical tools and techniques of financial analysis, the bases which underlie the preparation of financial statements, the distortions to which income determination and asset and liability measurement are subject, and the processes and methodology of financial statement analysis. *Prerequisites:* FIN301, ACCT351, and ACCT352. Not scheduled to be offered in AY85-86.

**FIN 860 Financial Institutions (3)**

Presents a detailed study of the total financial sector of the economy from the point of view of individual financial institutions. Provides analysis of policies, practices, and regulation of commercial banks; savings and loan associations; financial, insurance, and investment companies; relevant governmental agencies; and others. *Prerequisite: FIN801. WINTER.*

**FIN 865 Advanced Financial Management (3)**

An intensive study of theories and analytical tools with emphasis on their application to the solution of various financial problems of business firms. Includes topics on working capital management, capital expenditure decisions, estimation of the cost of capital and dividend policy decision. *Prerequisites: FIN801 and STAT 362. Not scheduled to be offered in AY85-86.*

**FIN 870 Independent Study: . . . (3)**

Independent study is intended to provide better students with the opportunity to study a topic of their choice in finance under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within finance and an instructor to sponsor the work. *Prerequisite: Permission of instructor and dean. Offered based upon demand.*

**FIN 890 Graduate Thesis/Project: . . . (6)+**

Provides an opportunity for intensive study of a problem chosen by the student. A candidate who is approved for the thesis option will be required to orally defend the thesis. The thesis option is limited to outstanding students who have been recommended by a minimum of two faculty in the College of Business and Public Administration and approved by the dean. Students interested in pursuing the doctorate degree in business should select the thesis option. *Prerequisite: Permission of advisor or committee. Offered based upon demand.*

## Geography

**GEOG 31A Physical Geography (3)**

Features investigations into the natural systems of the earth and their relationship to human activities. Includes examinations of the earth's energy, water, and nutrient balances and how these balances influence and are influenced by human activities. Examines soils, climates, hydrology, tectonic activity, landforms, vegetation from a global as well as urban perspective. Emphasizes understanding the various natural systems and how they relate to the built environment. FALL, WINTER.

**GEOG 32A Economic Geography (3)**

Examines the spatial and environmental aspects of economic activity. Covers the economics of prehistory and continues through the origin of agriculture and cities. Investigates aspects of the global and regional economy including urban systems, agricultural systems, forestry, mineral resources, and ocean resources. Not scheduled to be offered in AY85-86.

## Geology

### **GEOL 322 Physical Environments: Characteristics and Development (2)**

Describes the earth's physical environments in terms of geologic processes. Emphasizes weathering, erosion, deposition, glaciation, tectogenesis, and volcanism. Explores developmental history and possible future of landforms. Designed for science majors. *Prerequisite: Concurrent enrollment in GEOL323, FALL.*

### **GEOL 323 Physical Environments: Characteristics and Development Laboratory (1)**

Covers laboratory and field work associated with GEOL322. *Prerequisite: Concurrent enrollment in GEOL322, FALL.*

### **GEOL 533 Geological Field Studies: Upper Mississippi Valley (3)**

A field study of the physical and historical geology of the Upper Mississippi Valley and drift-free area. Emphasis is on site history and developmental processes. This is a five-day trip with on-campus work preceding and following. *Prerequisites: Eight hours of earth science and eight hours of biology or permission of instructor. Offered based upon demand.*

### **GEOL 585 Soil Ecology (3)**

A study of soils in Illinois in relation to their taxonomy, ecology, and land-use planning. Examines characteristics of the great soil groups, associations and series in relation to soil forming processes and vegetational ecology. Lab and field surveys includes identification and mapping of soils in Illinois. Includes a discussion of the management of Illinois soils as a natural resource important in land use decisions. *Prerequisite: BIOL322 or equivalent. Offered based upon demand.*

### **GEOL 622 Landforms of the Chicago Area (3)**

Provides environmentalists an understanding of geological processes which have acted on the Great Lakes region. Emphasizes geologic history and present day landforms of the Chicago area and the Great Lakes region. Includes fundamentals of glaciation, erosion, soil development, and environmental implications of geologic processes. *Prerequisite: A course in earth science is recommended but not required. Offered based upon demand.*

### **GEOL 803 Earth Science Field Studies: Glacial Geology (3)**

Field studies of glacial processes in northern Illinois. Field samples of rocks and minerals studied in the laboratory. Collection and analysis of field data used to describe specified geologic sites. *Prerequisite: Basic geology or physical geography. Offered based upon demand.*

### **GEOL 804 Earth Science Field Studies: Fluvial Geology (3)**

Field study of stream erosion and deposition. Simulations and lab studies used to analyze processes. Field observations used to prepare a description of a specified site. Offered based upon demand.

## Health Administration

### **HLAD 325 Health Care Organization (3)**

Provides a basic understanding of the components and organization of the health care delivery system in the United States. FALL, WINTER, SPRING-SUMMER.

### **HLAD 330 Medical Ethics (3)**

Presents some of the major ethical problems confronting society, the health care system, and the health care administrator. Each student will be encouraged to synthesize a personal professional philosophy to deal with the ethical dilemmas inherent in health services delivery. FALL, WINTER.



**HLAD 340 Medical Sociology (3)**

Applies sociological knowledge, concepts, and methodologies to health care processes for the purpose of enhancing the understanding of health administrators on the dynamics of interaction between patients and providers. FALL, WINTER.

**HLAD 355 Health Care and Politics (3)**

Study of federal, state, and local legislative, regulatory, and political processes, and their effect on the health care system and its professions. Deals with ways to interact with those processes. FALL, SPRING-SUMMER, offered in WINTER based upon demand.

**HLAD 410 Introduction to Long Term Health Care (3)**

Provides a basic orientation to the field of long term care. Includes historical development, issues and problems and the impact of current health care policies and programs. Examines issues relating to diseases, care, rehabilitation of the chronically ill, aged, and disabled. FALL, WINTER, SPRING-SUMMER.

**HLAD 413 Long Term Health Care Management (3)**

Covers the problems, issues, and administration of long term care institutions. Explores the need for alternative programs in long term care and examines the need for planning for the future. Examines current policies and programs and their legal implications for development and management of long term care facilities. WINTER, SPRING-SUMMER.

**HLAD 430 Ambulatory Care System Management (3)**

Provides technical knowledge to organize, direct, coordinate, plan and control ambulatory care programs. Focuses on medical group management with applications and illustrations drawn from HMO programs. Includes topics on governance, the medical staff, logistic systems, facility design, and marketing. Explores the administrative dimension of primary care practice. WINTER.

**HLAD 445 Mental Health Administration (3)**

Describes the unique environmental and organizational context of mental health and developmental disabilities programs. Discusses problems related to applying traditional management techniques. WINTER.

**HLAD 450 Health Planning (3)**

Deals with the history of the development of health planning in the United States. Examines principles, policies, and tools related to the planning process including the authority, structure, and function of health systems agencies. *Prerequisite: HLAD325 and statistics.* WINTER, SPRING-SUMMER.

**HLAD 460 Health Care Economics (3)**

Applies economic analysis to health and health care services. Examines the concept of health as human capital. Investigates special features of the supply, demand, distribution, and economic impact of health care delivery. *Prerequisite: ECON301 or equivalent.* WINTER, SPRING-SUMMER.

**HLAD 465 Health Care: Legal Aspects (3)**

Discusses legal implications and ramifications of conduct in health services administration. Introduces principles of administrative law which form the foundation of decision making processes in the health services arena. FALL, SPRING-SUMMER.

**HLAD 470 Independent Study: . . . (1-8)**

Individual reading, research and/or project in health administration under the supervision of the faculty. *Prerequisite: Permission.* Offered based upon demand.

**HLAD 480 Internship: . . . (1-8)**

Designed to provide students in health administration with supervised practical experiences in applied settings. *Prerequisite: Permission.* Offered based upon demand.



**HLAD 490 Health Administration Practicum (3)**

Designed to provide students with terminal experiences integrating classroom learning and the field of practice. Reinforces and reviews competencies gained in health administration and gives students an opportunity to achieve professional growth and administrative skills. *Prerequisite:* Advanced students in undergraduate health administration only. FALL, WINTER, SPRING-SUMMER.

**HLAD 503 Current Topics in Health Administration: . . . (1-3)**

Provides continuing education for hospital administrators. Covers components of management such as budgeting, finance, personnel, planning, task analysis, team building, and the changing work force. Offered based upon demand.

**HLAD 506 Institutional Management: Health Administration (3)**

Discusses reading and research in the areas of health care, as well as direct investigation of an administrative problem fundamental to hospital/nursing home administration. *Prerequisite:* MCMT301. Offered based upon demand.

**HLAD 648 Health Administration: Marketing for Health Care Services (3)**

Deals with market research principles for health care organizations. Covers approaches to strategic planning, implementation, and promotion. FALL, SPRING-SUMMER.

**HLAD 801 Health Care Sociology (3)**

Reviews basic concepts of medical sociology. Examines conceptualization and determinants of health and illnesses. Explores utilization and termination of health care process and evaluates performance of health care systems. FALL, WINTER, SPRING-SUMMER.

**HLAD 805 Applied Research Methods for Health Administration (3)**

Examines the application of research methods to the administrator's decision making process. Topics covered include the relevance of research for policy decision-making, common measures and statistics used by health administrators, the application of various research methods to health administration, an introduction to computer statistical software packages, and an introduction to information systems. *Prerequisite:* Statistics. WINTER, SPRING-SUMMER.

**HLAD 810 Health Care Organization: Problems and Policies (3)**

Deals with current issues in modern health care delivery systems. Addresses issues from both theoretical and pragmatic perspectives. *Prerequisite:* Health Administration graduate students and others with instructor's permission. FALL, WINTER, SPRING-SUMMER.

**HLAD 815 Economics of Health Administration (3)**

Application of basic economic tools of analysis to the study and solution of health care delivery problems. *Prerequisite:* Competency in basic economic concepts, or permission of instructor. WINTER, SPRING-SUMMER; offered in FALL based upon demand.

**HLAD 818 Health Care Policy (3)**

Enables the student to describe, analyze, evaluate and apply basic policy approaches to both American and international health care issues. *Prerequisite:* HLAD801. FALL, WINTER; offered in SPRING-SUMMER based upon demand.

**HLAD 820 Health Care Program Evaluation (3)**

Study of specific topics in evaluating health care programs. Special attention to the concept of program, analysis of evaluation system models, measurement, causality, advantages and disadvantages of internal and external evaluation, and analysis and critique of published evaluations. *Prerequisite:* Statistics. WINTER.

**HLAD 823 Quality Assurance for Health Care (3)**

Examines various medical care quality assessment approaches. Students plan institutional quality assurance programs for hospitals, ambulatory care settings, long-term care facilities, and other health care facilities. *Prerequisite:* HLAD810 or permission. SPRING-SUMMER.

**HLAD 828 Ambulatory Care: Issues and Problems (3)**

Examines the changing health care policy framework and the shift towards ambulatory care services. Addresses primary care, illness prevention and health promotion issues. Discusses neighborhood health centers, HMOs and out-patient departments with attention to medical records and administrative procedures. FALL.

**HLAD 830 Health Administration: Lecture Series (3)**

Health practitioners discuss many of the issues and problems of the contemporary American health care delivery system. Major topics include the role of government, value and ethical considerations, the hospital and the consumer, and issues of manpower, financing and quality of care. *Prerequisite:* Graduate standing in health administration or permission. Auditors are encouraged and welcome. FALL.

**HLAD 835 Health Care: Human Resource Management (3)**

Focuses on human resource management, programs and policies. Addresses recruitment of health professionals and auxiliaries, manpower requirements, staffing, training, development, examination of qualifications standards, performance review, motivation, and employee morale. Examines methods of developing leadership in supervisory health managers, issues of wage and salary administration, and unionization problems. FALL, WINTER, SPRING-SUMMER.

**HLAD 837 Health Care Law (3)**

Focuses on corporate administrative and regulatory law significant for hospital and health services administration. Examines types of corporate structuring, the concepts of holding companies with both for-profit and not-for-profit subsidiaries, and the complexities of multi-institutional corporations. *Prerequisite:* HLAD810. FALL, SPRING-SUMMER.

**HLAD 840 Health Care: Financial Management (3)**

Provides an overview of the primary facets of health care financial management. *Prerequisites:* ACCT402, HLAD810, and HLAD815. FALL, WINTER, SPRING-SUMMER.

**HLAD 845 Organizational Theories in Health Administration (3)**

Studies organizational and managerial theories relevant and unique to effective administration of health care institutions. Organization is perceived as an open system which requires constant interactions with environment. WINTER, SPRING-SUMMER.

**HLAD 850 Strategic Planning for Health Administration (3)**

Covers the strategic planning process in the competitive health care field, including definition of mission, external analysis, goal development, and the generation of alternatives and their selection. *Prerequisites:* HLAD810 and statistics. FALL, SPRING-SUMMER; offered in WINTER based upon demand.

**HLAD 855 Hospital Management (3)**

Examines unique problems and characteristics of health care organizations, primarily hospitals, and their implications on management and relations with the community. Features guest speakers, practitioners, case-study analysis, and class participation. *Prerequisite:* HLAD810. FALL, WINTER.

**HLAD 86A Advanced Management in Health Administration (3)**

Advanced course in health service management utilizing case method instruction. Full comprehension of the unique organization and environment of hospital administration will be applied to actual problems recorded in case studies. *Prerequisite:* HLAD855 or permission of instructor. WINTER.

**HLAD 865 Health Administration Field Experience (5)**

Capstone course in health administration. Students apply theories and principles of classroom learning in health care facility. The field experiences provide opportunities for development, integration and reinforcement of competence. *Prerequisite:* Permission of instructor at least three months in advance and have successfully passed the comprehensive examination. FALL, WINTER, SPRING-SUMMER.

**HLAD 870 Independent Study: . . . (1-8)**

Individual reading, research and/or project in health administration under the supervision of the faculty. *Prerequisite: Permission.* Offered based upon demand.

**HLAD 880 Internship: . . . (1-8)**

Designed to provide students in health administration with supervised practical experiences in applied settings. *Prerequisite: Permission and have successfully passed the comprehensive examination.* Offered based upon demand.

**HLAD 890 Graduate Thesis/Project: . . . (1-8)**

Provides the student in health administration the opportunity to synthesize graduate coursework by developing and completing a thesis or project specific to the student's interests in health administration. *Prerequisite: Permission of advisor.* Offered based upon demand.

## Health Professions Education

**HLPE 315 Health Professions Education Instruction (3)**

Designed to introduce health professions students to the skills and processes involved in health professions education in both clinical and didactic settings. Develops skills in planning health professions education programs, delivering health professions education programs, and evaluating health professions education programs. *Prerequisite: Enrollment in health sciences or nursing majors.* WINTER.

**HLPE 620 Health Professions Education: Current Trends and Issues (3)**

Explores current trends and issues in allied health education. Focuses upon present and projected educational policy issues affecting educational institutions that prepare allied health personnel. Examines credentialing, length and complexity of the training program, accreditation, and professional social control. *Prerequisite: Open to anyone with sufficient background to be able to read and discuss current literature about health professions education.* WINTER, offered in other terms based upon demand.

**HLPE 630 Special Issues in Community Health (3)**

Emphasizes organizational patterns and functions of voluntary and government health agencies. Details role of the school health team in the analysis of community health programs in the greater Chicago area. SPRING-SUMMER.

**HLPE 802 School Health Programs (3)**

Presents an overview of the principles, philosophy and development of school health programs in the U.S. Emphasizes the concepts of "healthful school living" and community participation in school health programs. Focuses on developing a team framework among teachers, health service personnel, parents, and pupils. *Prerequisite: Students must be certified teachers enrolled in the health professions education major or have permission of the instructor.* FALL, SPRING-SUMMER, offered in WINTER based upon demand.

**HLPE 810 Health Education Program Planning (3)**

Exposes the school health education student to current approaches in the development and evaluation of health education curricular designs. Discusses curriculum assessment techniques. Focuses on the philosophical and historical foundations of health education. FALL.

**HLPE 815 Assessment of Health Instruction (3)**

Examines assessment procedures employed in health education and allied health training programs. Emphasizes the development of valid and reliable instruments to assess health behaviors, attitudes and skills. *Prerequisite: HLPE810 or permission of instructor.* SPRING-SUMMER.

**HLPE 820 Health Professions Education: Continuing Education (6)**

Considers educational strategies and issues of adult continuing education. Intended for those involved with continuing education programs for the health professions. *Prerequisite: Students must meet the qualifications for admission to one of the graduate curricula in the School of Health Professions at GSU.* WINTER.

**HLPE 825 Health Professions Education: Values Clarification Techniques (4)**

Exposure to a wide variety of teaching strategies which can be subsumed under the title of "values clarification techniques." Strategies incorporate the personal goals and values of learners in the educational process. Participants select strategies which appear to have the most potential for their particular teaching needs. FALL.

**HLPE 860 Health Professions Education: Practicum (4)**

Students apply concepts, theories, and strategies for teaching to instruction in their specific fields. Students planning to enroll should contact the instructor at least a month in advance of enrolling so that a suitable placement can be arranged. *Prerequisite: Permission.* WINTER.

## Health Sciences

**HLSC 305 Contemporary Health Issues (3)**

Identifies and examines major health issues of our time. Designed to counteract apathy, dispel myths, and provide accurate information upon which to make decisions affecting individual and social health. National leaders representing a range of thought and documentary film footage are utilized. FALL, WINTER, SPRING-SUMMER.

**HLSC 35A Descriptive Epidemiology (3)**

Study of disease processes in populations. Infectious, chronic, social and substance abuse conditions are considered as they affect the health of a community and larger population. Students consider present and future professional roles in dealing with epidemiological problems in workplace and community of residence. FALL.

**HLSC 470 Independent Study: . . . (1-8)**

Individual reading, research and/or project in the health sciences under the supervision of the faculty. *Prerequisite: Permission.* Offered based upon demand.

**HLSC 480 Internship: . . . (1-8)**

Designed to provide students in the health sciences with supervised practical experiences in applied settings. *Prerequisite: Permission.* Offered based upon demand.

**HLSC 50A A Survey of DRGs (1)**

Provides basic information regarding the Diagnosis Related Group (DRG) method of payment with emphasis on impact of DRGs on the health care industry. Formal presentations from a diverse group of leaders, practitioners and policymakers, panel discussions, and structured group discussions are used to facilitate an understanding of the problems facing health care professionals as well as the approaches employed by other professionals to offset the impact of Diagnostic Related Groups. Offered based upon demand.

**HLSC 510 Death and Dying for the Health Care Professional (3)**

Examines current attitudes toward death and dying. Explores ways in which the professional helps the patient and family deal with a terminal illness. Offered based upon demand.

**HLSC 610 Nutrition (3)**

Provides knowledge necessary for nutrition and diet therapy. Discusses cultural, economic, and social factors of food habits. FALL, WINTER, SPRING-SUMMER.

**HLSC 80A Health Promotion (1)**

Explores the factors influencing our current concepts of health and wellness. Examines new developments in maintaining optimal levels of wellness in society. Focuses upon health promotion programs in business and industry designed to reduce health risks. SPRING-SUMMER.

**HLSC 830 Analytical Epidemiology (3)**

Advanced health concept course. Includes human ecology of disease processes in groups and communities. Covers analysis of consumer health sources and resources in dealing with epidemic problems, indices of community health and their usefulness to health centers and schools, and promotion of healthful living on a group and community basis. FALL, SPRING-SUMMER.

**HLSC 870 Independent Study: . . . (1-8)**

Individual reading, research and/or project in the health sciences under the supervision of the faculty. *Prerequisite: Permission.* Offered based upon demand.

**HLSC 880 Internship: . . . (1-8)**

Designed to provide students in the health sciences with supervised practical experiences in applied settings. *Prerequisite: Permission.* Offered based upon demand.

**HLSC 890 Graduate Thesis/Project: . . . (1-8)**

Provides the student in the health sciences the opportunity to synthesize graduate coursework by developing and completing a thesis or project specific to the student's interests in the health sciences. *Prerequisite: Permission of advisor.* Offered based upon demand.

## History

**HIST 31A U.S. History I (3)**

Provides an historical examination of the United States from the founding of the colonies through the Civil War with special emphasis on religion, nation building, economic development and modernization, and the sectional conflict. FALL.

**HIST 31B U.S. History II (3)**

Provides an historical examination of the United States from the Civil War through World War II with special emphasis on industrialization, immigration, urbanization, reform, World War I and World War II. WINTER.

**HIST 310 American Economic History (3)**

An historical examination of the development of the American economy with special emphasis on the process of modernization and its effect on agriculture, commerce-industry, worker-employer relationships, and the value system of the people. FALL.

**HIST 316 African History (3)**

Examines the African legacy and its contributions to the world. While the Atlantic coast slave trade, colonial domination and rule are discussed, the primary focus is on African people, the history of their societies, institutions, thoughts and cultures rather than on the study of white men in Africa. Offered based upon demand.

**HIST 50A The History of Illinois and Its Constitution (3)**

A survey of the political, constitutional and social history of the state of Illinois from 1700 to the present. FALL.



- HIST 50B Family History: Genealogical Studies (3)**  
Provides an overview of the field of genealogy and family history. Focuses on the historical method of conducting original research including principles and procedures related to survey, interviewing and historical research. Offered based upon demand.
- HIST 51A Ethnicity in the Chicago Region (3)**  
Surveys the history of ethnic groups in the Chicago area with attention to both the national and local context of ethnic interaction and the impact of ethnicity on the economic, social, political and religious development of the metropolitan area. FALL.
- HIST 52A Ancient Greece I (4)**  
A study of Greek civilization from the end of the Persian War to the rise of Macedon, centering on Athens. FALL, WINTER.
- HIST 52B Ancient Greece II (4)**  
Continuation of HIST52A. FALL, WINTER.
- HIST 520 American Urban History (3)**  
Presents an historical examination of the process of modernization and its effect on the American city and people. Emphasizes migration and mobility, family roles, machine politics, and various reform movements. WINTER.
- HIST 525 Readings in American History: . . . (3)**  
Student selects a topic in American history from a prescribed list, reads a number of designated works on that topic, and answers several essay type final examination questions. FALL, WINTER.
- HIST 540 Black Experience in the U.S. (3)**  
Surveys black experience from 1500-1941. Emphasizes the various aspects of slavery, the Civil War, Reconstruction, and the black experience during World War I and World War II periods. WINTER.
- HIST 541 Black Women in American History (3)**  
A socio-historical study of the black woman from slavery to 1970. An examination of the role she has played in the black struggle and her contributions to their survival. FALL, SPRING-SUMMER.
- HIST 542 Caribbean History (3)**  
Studies comparative colonial patterns in the Caribbean. Emphasizes the development of slave populations, social systems, and the concept of hierarchy in the Caribbean. FALL, WINTER.
- HIST 544 History of Civil Rights (3)**  
Examines the black struggle to secure human and civil rights in the United States. Black protest, court decisions and legislation after 1953 are emphasized. Not scheduled to be offered in AY85-86.
- HIST 545 American Negro Slavery (3)**  
A general survey of the traditional interpretations of black slavery in America and an attempt to assess them in the light of recent studies. FALL.
- HIST 547 Latin American History (3)**  
Surveys the major periods in Latin American history. Describes and analyzes the major economic, political, social and cultural structures of pre-Columbian, colonial, and modern Latin America. FALL.
- HIST 550 Women in American History (3)**  
Examines the history of American women from the colonial period to the present with special emphasis on how and in what ways the status of women has changed. FALL.



**HIST 601 Vietnam, A Television History (3)**

Provides a background on Vietnam and its people from 1945 to 1975. Analyzes societal and external influences on U.S. foreign policy in relation to the historical and political context of the period. Examines the impact of the war on American society. FALL, WINTER; offered in SPRING-SUMMER based upon demand.

**HIST 720 Philosophy of History (3)**

Deals with patterns in the history of mankind. Explores nature of historical change, value, purpose, and meaning of various historical phases. WINTER.

**HIST 780 Local History: Resources and Methods (3)**

An examination of basic resources and methods for local and community history. Students will be involved with specific research projects. SPRING-SUMMER.

**HIST 830 Graduate Seminar in Historical Studies (3)**

Examines the nature of history by reading and evaluating two or more designated works on selected topics in American history. SPRING-SUMMER.

**HIST 840 Research in African-American History (3)**

Addresses serious research upon significant topics and issues related to the black experience in the United States and Western Hemisphere. FALL, WINTER.

## **Instructional and Training Technology**

**I&TT 510 Introduction to Instructional and Training Technology (1)**

This course enables students to analyze the field of educational technology, human resource development, instructional development and training. Includes: what professionals do, definitions, associations, periodicals, current issues, self-assessment on competencies. The course requires (1) visit to a local instructional and training technology department in business and industry organizations, (2) joining a professional association related to the field, (3) attending local meetings of a professional association related to the field. FALL.

**I&TT 520 Training Product Design (3)**

Students design, produce, and evaluate a half hour instructional product. Includes goal analysis, learner entry characteristics, behavioral objectives, criterion-referenced tests, instructional strategy, media selection, prototype production, prototype tryout and revision. FALL.

**I&TT 530 Classroom Use of Instructional Materials (3)**

Examines proper procedures in designing lessons and implementing instruction using materials. Some attention to operating equipment and producing simple types of materials. Graduate students set up individualized learning station using materials such as film, TV and videotape, filmstrip, slides, audiotape/records, overhead transparency or combinations. Requires 5-10 hours of field work. Offered based upon demand.

**I&TT 61A Career Development (3)**

Examines current theories and concepts related to career development. Knowledge and techniques related to career self-exploration, career planning and decision making are applied to individual career selection processes. Includes classroom demonstrations and field visitations. SPRING-SUMMER.

**I&TT 650 TV and Its Use in the Community (2)**

Students identify areas in the community where TV is or could be used as a change or documentation agent, operate low-cost video equipment, produce one TV program for a specific community situation or documentation area, and evaluate effectiveness of selected TV materials. *SPRING-SUMMER.*

**I&TT 755 Computers in Training and Education (3)**

Enables student to analyze the components of a system; evaluate different types of computer systems; analyze and compare CAI and CMI; write a CAI lesson; perform cost-benefit analysis of a CAI course; write report documenting development, implementation and evaluation of cost benefits of CAI course. *FALL, WINTER, SPRING-SUMMER.*

**I&TT 810 Training Course Development (3)**

Enables students to: develop specifications for a complete training course, including all components from I&TT520 plus: needs analysis; setting constraints; detailed job/task analysis; concept elaboration; learning hierarchy; enabling objectives; course, unit, and lesson maps; events of instruction; implementation plan including instructor's manual; and course development documentation report. *Prerequisite: I&TT520 or equivalent. WINTER.*

**I&TT 815 Training Techniques (3)**

Enables students to: conduct instructor-led training sessions including following pre-designed instructor roles and tasks, developing lesson plans, applying appropriate training techniques for individual and group situations and selecting and using media in training presentations. *FALL.*

**I&TT 820 Principles of Message Design (3)**

Applies principles of message design to instructional strategies, media selection and materials specifications. Emphasizes perception, memory, attitude change, adult learning, and text design. *Prerequisites: I&TT510 and I&TT520. WINTER.*

**I&TT 825 Research in Instructional and Training Technology (3)**

This course will enable students to evaluate the status of instructional and training technology as a field and profession including: current research, organizational, societal, ethical, and value issues raised. It requires attendance at a national ID/training/HRD related professional society conference. *Prerequisites: 18 credit hours in I&TT. WINTER.*

**I&TT 830 TV for Training and Instruction (3)**

Involves the development and production of a televised unit of instruction specifically for training settings and aimed at solving learning and/or performance problems. Small studio production includes instructional design principles, message design principles, graphics, and special effects. *Prerequisites: I&TT520, I&TT820, MCOM530. SPRING-SUMMER.*

**I&TT 840 Evaluating Human Resource Development Systems (3)**

Examines techniques of evaluation of human resource development systems. Includes analysis of philosophy, personnel, management, policies, budget and facilities. Students will design a human resource development system on the basis of evaluation study. *Prerequisites: I&TT510 and I&TT520. WINTER even years.*

**I&TT 843 Managing Human Resource Development Systems (3)**

Study of how to produce HRD/training management plan. Includes a philosophy of training and development, an analysis of training needs, training policies, procedures, programs, schedules and structures, and organizational charts. *Prerequisites: I&TT510, I&TT820, I&TT840, and I&TT860. FALL odd years.*

**I&TT 847 Evaluation/Cost Benefit Analysis in Instructional and Training Technology (3)**

Focuses on evaluation of a training product or course. Includes formative and summative evaluation. On basis of evaluation students prepare report, calculate cost benefit, and revise course or product. *Prerequisites: I&TT510 and I&TT810; or I&TT840. WINTER.*

**I&TT 852 Solving I&TT Performance Problems (2-3)**

Enables students to identify and analyze problems in I&TT that are performance rather than training based; develop and synthesize data instrumentation, incentives, and motive solutions to performance problems; apply and evaluate performance engineering theory; and write a report explaining the process used and problems and solutions identified. *Prerequisites:* I&TT840, or I&TT810 and I&TT847. SPRING-SUMMER.

**I&TT 856 Consulting Teamwork in I&TT (3)**

Student works as a member of an instructional development team to develop and evaluate an ID/training package. Includes working closely with subject matter expert. *Prerequisite:* I&TT810 and I&TT847, or I&TT840. FALL.

**I&TT 858 Project Management in Instructional and Training Technology (3)**

Examines role of project management in the organization. Emphasizes defining the project, developing time management network, estimating costs, planning timetables, scheduling resources, writing management plan, and writing project proposal and report. *Prerequisites:* I&TT810 and I&TT847 and I&TT852 or I&TT840. FALL.

**I&TT 860 Seminar: Instructional and Training Technology in Business (1)**

Enables students to analyze how the business and industry environment is affected by the bottomline-profit motive and how instructional and training techniques must be modified and adapted to that context. Analyzes the roles each professional plays in the development of training/HRD programs in a business and industry environment. *Prerequisites:* At least three I&TT courses. SPRING-SUMMER.

**I&TT 870 Graduate Research: . . . (1-4)**

Individual reading, research and/or project in instructional and training technology under the supervision of the faculty. *Prerequisite:* Permission. Offered based upon demand.

**I&TT 880 Internship: . . . (1-4)**

Designed to provide students in instructional and training technology with supervised practical experiences in applied settings. *Prerequisite:* Permission. FALL, WINTER, SPRING-SUMMER.

**I&TT 891 I&TT Masters Project I (2)**

Includes design of a project in a real setting including proposal and appropriate design components. Covers synthesis and application of theory and advanced methods learned in the curriculum. *Prerequisites:* At least 25 graduate hours in I&TT. FALL, WINTER, SPRING-SUMMER.

**I&TT 892 I&TT Masters Project II (2)**

Further development of synthesis and application of methods begun in I&TT891. *Prerequisite:* I&TT891 or concurrently. FALL, WINTER, SPRING-SUMMER.

## Intercultural Studies

**ICS 310 Introduction to Intercultural Studies (3)**

A comparative approach to research for assembling intercultural resources. Emphasis on the understanding of African/Hispanic cultures in national, regional, and international contexts. Comparative methods will be emphasized. SPRING-SUMMER.

**ICS 320 Dynamics of the Spanish Language (3)**

Study of the Spanish language at both beginning and advanced levels of understanding. Focuses on different approaches and techniques to becoming more fluent in a second language. Offered based upon demand.

**ICS 322 Critical Writing for Bilingual Students (3)**

This course focuses on the development of English reading and writing skills. Students study English and Spanish syntactic structures and the problems these present in translation. Offered based upon demand.

**ICS 375 Intercultural Research Methods (3)**

Focuses on research techniques and methodology for study of comparative and cross-cultural phenomenon. Emphasizes techniques for implementing interdisciplinary research. FALL, SPRING-SUMMER.

**ICS 465 Multiple Projects in Community Research (3)**

Advanced fieldwork for students in the final trimester of study. Emphasizes intercultural aspects of policy and sociocultural community research. FALL.

**ICS 470 Independent Study: . . . (1-4)**

Individual reading, research and/or project in intercultural studies under the supervision of the faculty. *Prerequisite: Permission.* Offered based upon demand.

**ICS 480 Internship: . . . (1-4)**

Designed to provide students in intercultural studies with supervised practical experiences in applied settings. *Prerequisite: Permission.* Offered based upon demand.

**ICS 530 Third World Conference (1-3)**

Weekend conference utilizing workshops and seminars to focus on sociopolitical, humanistic and historical policy problems and issues of "third world" communities in national, interregional and international contexts. WINTER.

**ICS 532 African Politics (3)**

Examines the problem of social and political change on the African continent. Evaluates selected paradigms and concepts in terms of the historical scope and range of national and interregional situations. FALL.

**ICS 533 Education and Development in the Third World (3)**

Addresses the broad concept of development from the educational perspective. Examines the colonial educational legacy and postcolonial reform efforts to introduce new programs and approaches in education which aim at closing the resource gap between urban and rural sectors. FALL.

**ICS 535 Third World in Perspective: An Interdisciplinary Survey (3)**

Utilizes distinguished guest lecturers to survey the broad range of issues confronting the third world's struggle to escape from the cycle of poverty. Focuses on the major forces that have contributed to the underdevelopment of this sector of the globe. Evaluates alternative strategies and models for resolving the crisis of third world underdevelopment. FALL.

**ICS 540 Hispanic Experience in the U.S. (3)**

Examines the historical process that led to Latino migration to the U.S. Focuses on the economic, political, social and cultural conditions which shape the life of the Latinos in American society. FALL, WINTER, SPRING-SUMMER.

**ICS 541 Ethnicity, Culture and Politics (3)**

Explores the interrelations between ethnicity, culture and politics in American political life. Examines these concepts in an effort to understand culture, society, race, ethnicity and their relationship to politics and society. FALL, WINTER, SPRING-SUMMER.

**ICS 543 Paul Robeson: Workshop/Seminar—Achievements and Contributions (2)†**

Comprehensive survey of the life and times of Paul Leroy Robeson, Sr. Students examine published and unpublished works by Robeson and others, including film and audio recordings. Not scheduled to be offered in AY85-86.

**ICS 546 Caribbean Cultures (1,2)**

A comparative study of the Afro-French, Hispanic and commonwealth Caribbean. Emphasizes history, art, music, language and cultures from a Caribbean perspective. Not scheduled to be offered in AY85-86.

**ICS 547 Cultural Geography (3)**

Includes a discussion of the nature of culture and surveys the main distribution of the populations of the human race and their broad distinguishing characteristics and cultures. Traces the global movement of populations together with the movement of their cultural influences among other peoples and cultures. SPRING-SUMMER.

**ICS 548 African Civilizations (3)**

A study of African people and their various cultural differences. Focuses on correcting misconceptions of Africa and the Africans through readings from a wide selection of publications. FALL, WINTER.

**ICS 562 Philosophical Foundations of Third World Societies (3)**

Examines philosophical foundations of third world societies. Not scheduled to be offered in AY85-86.

**ICS 571 Psychology of Latinos (3)**

A study of the Latino ways of thinking, feeling, and behaving. Examines problems of intercultural communication involving Latinos and members of other ethnic groups. Offered based upon demand.

**ICS 572 Problems of the Latino Family (3)**

A study of the main characteristics of the Latino family and the ways in which these influence the adaptation of Latinos to Anglo society. Offered based upon demand.

**ICS 575 Church and Politics in Latin America (3)**

Examines the role of the Catholic church in the dynamics of political power in Latin America from an historical as well as sociological perspective. Focuses on the impact of religious beliefs on the movements espousing social justice. Not scheduled to be offered in AY85-86.

**ICS 810 Seminar: Comparative Research Methods (3)**

Examines the logic of comparative and cross-cultural analysis and a variety of standard research techniques. Applies the comparative method to the data of the different disciplines in the social and behavioral sciences. FALL, SPRING-SUMMER.

**ICS 820 Comparative Latin American Cultures (3)**

Surveys societal as well as regional patterns of social organization and culture that exists today in Latin America. Emphasizes processes of change and cultural contact and isolation. WINTER.

**ICS 821 Spanish Language and Culture (3)**

Emphasizes development of reading, writing and oral skills and acquisition of new vocabulary. Provides an introduction to Latin American culture and society. Offered based upon demand.

**ICS 825 Seminar in Comparative Urbanization (3)**

Discussion and analysis of the social, economic, and political problems of urbanization in technically advanced and less advanced societies. Offered based upon demand.

**ICS 830 Seminar: Comparative Race Relations (3)**

Analysis and comparison of the genesis and consequences of racial conflict and cooperation in the U.S. and selected industrial societies. FALL; offered in SPRING-SUMMER based upon demand.



- ICS 840 Modern Olympism (3)**  
Focuses on the values and symbols associated with olympism. Traces the history and growth of olympism as a world concept. *SPRING-SUMMER.*
- ICS 845 Seminar: International Law and Organization (3)**  
Studies the fundamental rules of international law and organizations in relation to the state, nonpolitical organizations, and individuals. Discusses cases, statutes, and treaties. *WINTER.*
- ICS 870 Graduate Research: . . . (1-4)**  
Individual reading, research and/or project in intercultural studies under the supervision of the faculty. *Prerequisite: Permission.* Offered based upon demand.
- ICS 880 Internship: . . . (1-4)**  
Designed to provide students in intercultural studies with supervised practical experiences in applied settings. *Prerequisite: Permission.* Offered based upon demand.
- ICS 890 Graduate Thesis/Project: . . . (1-6)**  
Provides the student in intercultural studies the opportunity to synthesize graduate coursework by developing and completing a thesis or project specific to the student's interests in intercultural studies. *Prerequisite: Permission of advisor.* Offered based upon demand.

## Management

- MGMT 301 Principles of Management (3)**  
Introduces classical management, behavioral and management science. Reviews the fundamental functions of management emphasizing the interrelationships between planning, organizing, directing, and controlling different models of organizational behavior. Both the impact of organizations upon participants and the impact of participants upon organizations are studied. Examines the management science approach to solving production and operational management problems. *FALL, WINTER, SPRING-SUMMER.*
- MGMT 320 Personnel Management (3)**  
Designed for first line supervisors and students interested in becoming personnel specialists. Views personnel planning, selection, placement, and followup as part of the overall management process. Guest speakers are utilized extensively. The course concludes with the opportunity for the student to practice using personnel tools and basic tests. *Prerequisite: MGMT301.* *FALL.*
- MGMT 340 Production Management (3)**  
Discusses applications of management science and analysis to the production function. Emphasizes operations management as it relates to product development, plant location and layout, production cost analysis, work measurement, work simplification, safety management, and quality control. *Prerequisite: STAT361.* *FALL, WINTER, SPRING-SUMMER.*
- MGMT 342 Job Design and Measurement (3)**  
Presents the underlying theory and basic methodology for the most commonly used work measurement techniques. A systems approach is developed through the study of methods, materials, tools and equipment for the purpose of determining the most economical way of doing the job, for standardizing methods, and determining time requirements. *Prerequisites: MGMT340 and STAT362.* *FALL.*



**MGMT 401 Organizational Behavior (3)**

Analyzes the behavior of people in organizations. Discusses organizational motivation, leadership, group behavior, communication, and decision making. This is an extension and intensification of the behavioral portion of MGMT301 Principles of Management. *Prerequisite: MGMT301. WINTER, SPRING-SUMMER.*

**MGMT 410 International Business (3)**

Presents an introduction and overview of the economic, social, and political aspects of international/multinational business theory and practice. Provides a foundation for students who wish to acquire greater knowledge and expertise in this rapidly expanding field. *SPRING-SUMMER.*

**MGMT 421 Labor Relations (3)**

Introduces the study of management-union relations and the problems that arise for the enterprise in the managing of the union relationship as part of the personnel function. Considers the structure, aims, and objectives of the union institution; the manner in which management deals with unions, management structure and objectives in collective bargaining; the resolution of management union disputes; and government regulation of collective bargaining. *Prerequisite: MGMT301. FALL, WINTER.*

**MGMT 422 Behavioral Research in Business (3)**

Designed to assist students who have had only a limited background in research and statistics. Emphasizes the language of research and the practical application of research designs to business. *Prerequisite: STAT361. Not scheduled to be offered in AY85-86.*

**MGMT 423 Compensation and Incentive Systems (3)**

Deals with a wide range of pay theories together with certain precise methods of building compensation scales. Introduces the pay survey and requires development of an individual project. Considers problems of compensation and fringe benefits in times of high inflation. *Prerequisite: MGMT320 or MGMT421. WINTER.*

**MGMT 424 Selection and Placement of Personnel (3)**

Deals with recruiting, selecting, placing, and evaluating personnel. Concentrates on effective matching of people to jobs. Sample job specifications are developed and closed circuit TV role playing is utilized. *Prerequisite: MGMT320. Not scheduled to be offered in AY85-86.*

**MGMT 425 Labor Markets (3)**

Analysis of labor force, labor supply, wages and unemployment in terms of labor marketing experience and current theories. Appraisal of the effects of unions and government policies on the economic position of labor. *Prerequisites: ECON301 and ECON302. WINTER.*

**MGMT 426 Personnel Training and Management Development (3)**

Reviews the various internal and external sources and techniques of training the work force. *Prerequisite: MGMT320. Not scheduled to be offered in AY85-86.*

**MGMT 43A Purchasing (3)**

Provides a comprehensive approach to the purchasing function and responsibilities for maintaining the four major procurement factors of quality, quantity, time and price. Emphasizes the scope of authority and responsibility of purchasing in an organization, including objectives, relationships to other departments, procedures, sources of supply, determination of price, make, buy or lease decisions, value analysis, systems contracting, operations, research, and legal and ethical aspects of procurement. *Prerequisite: MKTG301. WINTER.*

**MGMT 438 Quality Management (3)**

Provides an introduction to the economic and management aspects of quality control of products and processes. Statistical concepts and tools related to the design and implementation of acceptance sampling plans and control charts for statistical process control will be discussed. Topics covered include Control Charts for variables  $\bar{x}$  and R charts, Control charts for Attributes (p-charts and c-charts), Operating Characteristic (OC) curves, Producer's and Consumer's Risks, Lot Tolerance Percent Defective, Acceptance Quality Level, Quality Circles, Quality Assurance, etc. *Prerequisite:* STAT361. SPRING-SUMMER.

**MGMT 430 Small Business Administration (3)**

Focuses on understanding the principles and techniques of management in relation to a small business. Studies fundamental aspects of the managerial process, including planning, organizing, staffing, directing, and controlling. Studies marketing, finance, and computers as they relate to small business. FALL, WINTER.

**MGMT 442 Materials and Logistics Management (3)**

Focuses on purchasing, operations, and transportation/physical distribution management functions. *Prerequisite:* MGMT340. Not scheduled to be offered in AY85-86.

**MGMT 443 Production and Inventory Control Systems (3)**

Considers the concepts and methods for planning, scheduling, and controlling manufacturing operations. Includes machine loading, applications for short run production and continuous production. Studies tooling, equipment, and production of manufactured and processed products. Presents applications of the management science method including forecasting demand, scheduling production, controlling inventories, linear programming, waiting line, and simulation and statistical techniques for controlling production. *Prerequisite:* MGMT340. WINTER.

**MGMT 445 Seminar in Production and Operations Management (3)**

Focuses attention on the application of quantitative analysis, systems analysis and other dynamic techniques to current operations problems. Readings, problems, classroom discussions and group participation are required of all students. Individualized projects are possible, which will be presented and evaluated in group sessions. Open to seniors only. *Prerequisite:* MGMT340. SPRING-SUMMER.

**MGMT 448 Business and the Public Interest (3)**

Explores the role of the corporation in modern society and its responsibilities to the public government and the economic and social well-being of the nation. Not scheduled to be offered in AY85-86.

**MGMT 469 Business Policy (3)**

This capstone course of the undergraduate business administration curriculum is designed to integrate the various functional areas of business administration through case discussion that applies management, finance, production, marketing, economics, and accounting principles to solving business problems. *Prerequisite:* Last course in undergraduate program; open to degree seeking BPA students only. FALL, WINTER, SPRING-SUMMER.

**MGMT 470 Independent Study: . . . (3)**

Independent study is intended to provide better students the opportunity to study a topic of their choice in management under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within management and an instructor to sponsor the work. *Prerequisite:* Permission of instructor and dean. Offered based upon demand.

**MGMT 50A People and Organizations I (3)**

Explores the structure and purpose of power in organizations and how sociological approaches can give new insights to people and organizations. Examines problem-solving in organizations and how to relate theory to reality and everyday use. Offered based upon demand.

**MGMT 50B People and Organizations II (3)**

Continuation of MGMT50A. Offered based upon demand.

**MGMT 501 Foundations of Management (3)**

Analyzes human behavior in organizations, the management function and the application of management science to the production process. Introduces the analysis of organization as systems. This course is designed for graduate students who have not taken MGMT301 and MGMT340 or their equivalents. Does not apply as a graduate level course toward the MBA degree. *Prerequisite:* Graduate student status. FALL, SPRING-SUMMER.

**MGMT 510 Foundations of Managerial Statistics (3)**

Provides the graduate student with sufficient statistical background for the graduate major in business administration. Includes descriptive statistics, sampling procedures, interval estimations, significance testing, correlation, regression, and the analysis of variance. The course is fast paced and intensive. Students desiring a more leisurely introduction to the subject should take Statistics for Management I and II. *Prerequisite:* MATH325. FALL, SPRING-SUMMER.

**MGMT 511 Statistical Data Processing for Business (3)**

Deals with the systematic collection, analysis and interpretation of business data. Topics include principles of measurement, concept of statistical design of experiments, sampling methods, handling missing data, efficient coding and analysis using package programs. Approximately 50% of course time will be devoted to computer applications. *Prerequisites:* STAT361, MGMT510 or permission. Not scheduled to be offered in AY85-86.

**MGMT 516 Production Problems and Analysis (3)**

Production planning, machine operations, and materials for the manufacture of a product. Problems include the analysis of the elements of production scheduling and control, balancing work stations on production lines, and simulating plant layout. *Prerequisite:* MGMT340 or permission. Offered based upon demand.

**MGMT 525 Collective Bargaining (3)**

The study of collective bargaining is approached through the analysis of two situations, handicraft industry and craft unionism, and massive production industry and industrial unionism. Differences are noted in the distributive, extractive, and service industries and among professional associations. *Prerequisite:* MGMT320 or permission. WINTER.

**MGMT 530 International Management (3)**

Study of complexity of the problems of international management. Deals with organization structure, technology, behavioral systems, institutional differences, and future of international management. Not scheduled to be offered in AY85-86.

**MGMT 810 Problems in Organizational Behavior (3)**

Study of the development of organization theory and critical examination of its value for explaining organizational change and phenomena. *Prerequisite:* MGMT301 or MGMT501. FALL, WINTER.

**MGMT 820 Problems in Personnel Management (3)**

Includes exploration of the various theories of personality development and motivation. Examines factors, both internal and external, to the organization and their influence on personnel planning. Deals with current issues and research in the area of personnel management. *Prerequisite:* MGMT320. Not scheduled to be offered in AY85-86.

**MGMT 825 Problems in Industrial Relations (3)**

Deals with problems arising from employer-labor relationship. Studies theories of work, problems in organization, manpower management and industrial relations research. *Prerequisite:* MGMT320 or MGMT810. FALL.

**MGMT 840 Problems in Production Management (3)**

Includes the study of analytical methods in production and design of production systems. Emphasizes the major economic problems of production management, mathematical programming, statistical analysis, inventory analysis, and certainty models. *Prerequisites:* MGMT340 or MGMT501; STAT362. FALL, WINTER.

**MGMT 845 Small Business Management (3)**

Includes techniques applicable to the operation of most small businesses. FALL, WINTER.

**MGMT 849 Business Policy and Strategy (3)**

Capstone course of the graduate business administration curriculum designed to integrate the various operating functions of a business. Shows the business as a system and demonstrates those special coordinating skills and knowledge which are necessary at the upper levels of an organization. Utilizes case analysis and assigned readings. *Prerequisite:* Last trimester of student's program; open to degree seeking BPA students only. FALL, WINTER, SPRING-SUMMER.

**MGMT 870 Independent Study: . . . (3)**

Independent study is intended to provide better students the opportunity to study a topic of their choice in management under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation in management and an instructor to sponsor the work. *Prerequisite:* Permission of instructor and dean. Offered based upon demand.

**MGMT 890 Graduate Thesis/Project: . . . (6)†**

Provides an opportunity for intensive study of a problem chosen by the student. A candidate who is approved for the thesis option will be required to orally defend the thesis. The thesis option is limited to outstanding students who have been recommended by a minimum of two faculty in the College of Business and Public Administration and approved by the dean. Students interested in pursuing the doctorate degree in business should select the thesis option. *Prerequisites:* Permission; last trimester of MBA student's program of study. Offered based upon demand.

## Management Information Systems

**MIS 301 Introduction to Management Information Systems (3)**

Provides an overview of business data processing and management information systems. Covers introductory concepts of computer technology, nature of computer application in business systems analysis techniques, and problem solving. Includes introduction to and use of BASIC computer programming in business-related problems. FALL, WINTER, SPRING-SUMMER.

**MIS 39A Business Microcomputer Applications (3)**

Introduction to the major business applications available for use on microcomputers including hands-on experience with various software packages. Focuses on student use of electronic spreadsheet, word processing, database and graphics programs as well as accessing other computer sources through telecommunications. *Prerequisite:* MIS301. FALL, WINTER, SPRING-SUMMER.

**MIS 410 Software Evaluation (3)**

Deals with methodologies and strategies for the review and evaluation of selected applications packages. Emphasizes the procedures to evaluate packages and the related costs and efficiencies in the business context. *Prerequisites:* CPSC351 and CPSC370. Not scheduled to be offered in AY85-86.

**MIS 451 Computer Systems Management (3)**

Provides a complete overview of the major issues, topics, and problems confronting the data processing manager. Topics covered include planning and organization, staffing, security control, standards and documentation, working with consultants, and financial and legal considerations. The course attempts to provide a broad understanding of data processing management concepts. *Prerequisites:* MIS301, CPSC320 or equivalent; and CPSC370. Not scheduled to be offered in AY85-86.

**MIS 46A Business Information Retrieval and Database Management (3)**

Introduction to the management of database systems. Management problem solving will be related to the output of databases to include: the development of business strategies, competitive analysis, internal analysis of cost, and other selected business subjects. Commercial software will be reviewed for performance and advantage. This course will cut across functional management lines and show a relationship with both the external and internal environment with the business firm. *Prerequisites:* CPSC370. WINTER, SPRING-SUMMER.

**MIS 46B Business Simulation and Modeling (3)**

Introduction to the uses of computers and microcomputers in creating models of business systems and simulations of business system outcomes. Covers the place of management gaming and the development of heuristic models. Introduces use of simulation languages, such as GPSS. *Prerequisites:* STAT362 and MIS301. WINTER.

**MIS 46C Telecommunications and Distributed Data Systems (3)**

Discussion of the fundamental terminology and operations of a data communication network including interactive systems, distributed data processing, word processing, and local area networks. *Prerequisites:* MIS46A and CPSC370. FALL, SPRING-SUMMER.

**MIS 460 Introduction to Management Sciences (3)**

Surveys the fundamentals of quantitative approaches to management decisions including linear programming, forecasting, queuing and inventory systems. Applications focus on business problems at an elementary level. *Prerequisite:* STAT362. Not scheduled to be offered in AY85-86.

**MIS 51A Introduction to WordStar (1)**

Introduces WordStar, a screen-oriented word-processing system with integrated printing. Both initial entry of text and alteration of formatting functions take place immediately, resulting in the display of a true print image; additional enhancements are performed during printout. *Prerequisite:* Familiarization with the Apple II computer. Offered based upon demand.

**MIS 51B Introduction to Multiplan (1)**

Introduces Multiplan, an electronic worksheet that contains a large grid of entries (255 rows long and 63 columns wide) for words, numbers and formulas. *Prerequisite:* Familiarization with the Apple II computer. Offered based upon demand.

**MIS 51C Introduction to dBase II (1)**

Introduces dBase II, a relational data base management system that runs on microcomputers. Demonstrates use for straightforward data recording and retrieval applications, or for highly sophisticated integrated data base applications. *Prerequisites:* Familiarization with the Apple II computer and review of the June, 1984, issue of Popular Computing articles on database software. Offered based upon demand.

**MIS 512 Management Information Systems (3)**

Presents the basic concepts of design, development and implementation of MIS in organizations. Develops an appreciation of modern computer systems and information processing technology. Studies methods to identify information requirements, factors to be considered in designing reporting systems, information system structures, relationship between information structures and organizational variables. Students develop an information processing perspective of organizations. *Prerequisite:* MIS301 or CPSC510. Not scheduled to be offered in AY85-86.



**MIS 515 Forecasting Techniques (3)**

Presents modern forecasting methods including horizontal, trend, quadratic, adaptive smoothing, trigonometric and seasonal forecasting models, adaptive control and Box-Jenkins models. Examines forecast errors and tracking models and uses and abuses of forecasting. *Prerequisite: STAT362 or MGMT510. FALL.*

**MIS 825 Management Information Systems for Health Administration (3)**

Investigates the current status of MIS in hospital administration. Prepares students for the computer assisted management process of the future. A knowledge of basic computer science is required, and it is recommended that the student have knowledge of or experience in hospitals. *FALL, SPRING-SUMMER.*

**MIS 830 Problems in Management Information Systems (3)**

Studies the application of the computer to managing the information system of organizations. Examines information requirements and systems and use of the information structure as a basis for the most effective utilization of the computer. *Prerequisite: MIS301. SPRING-SUMMER.*

## Marketing

**MKTG 301 Principles of Marketing (3)**

Introduces the managerial approach to marketing. Includes a study of markets, institutions, and the environment in which business and nonbusiness enterprises operate. Emphasizes marketing decision process regarding the marketing mix, marketing program, and selected applications. *Prerequisite: ECON301. FALL, WINTER, SPRING-SUMMER.*

**MKTG 320 Consumer Behavior (3)**

Draws on the behavioral sciences to provide insight into consumer needs, wants and behavior in the marketplace. Emphasizes how the manager in business and nonbusiness organizations can build an understanding of the individual consumer into the marketing decisions of goods and/or services. Provides an overview of the role of consumer research. *Prerequisites: MKTG301. FALL, SPRING-SUMMER.*

**MKTG 430 Marketing Management: Product and Price Strategies (3)**

Considers the need to generate and evaluate product and price strategies. Topics typically include market analysis, market segmentation and positioning, market measurement and forecasting, product life cycles, new product, product line and portfolio decisions, brand and warranty decisions, pricing for seasonal demand shifts, pricing to deter entry of rivals, pricing for segmented markets and for multi-market and multi-product firms, internal pricing, after-product pricing, psychological considerations in retail pricing. Lectures are supplemented by problems, cases, and/or a simulation exercise. *Prerequisites: MKTG301. FALL, WINTER.*

**MKTG 431 Retailing Operations and Management (3)**

Study of retailing as an integral part of the economic system. Examines retailing from the manufacturer's perspective, considering the retailer as a distribution channel. Focuses on the management of the retail firm based on the substantial body of economic and behavioral theories. *Prerequisites: MKTG301. WINTER.*

**MKTG 433 Retailing Policies (3)**

Reviews the retailing decision process and the formulation of retailing policies. Emphasizes the strategic variables in the retailing mix. Considers the role of environmental factors in the development and implementation of the retailing policies. Uses cases to apply theory and practice. *Prerequisite: MKTG301 or MKTG430. SPRING-SUMMER.*



**MKTG 435 Retail Location Planning Strategy (3)**

Discusses selection of the location of individual stores, location arrangements for multi-unit chains, response to changing business conditions, the planning of shopping centers, and the redevelopment of downtown areas. Emphasizes the study of the trade areas and market potential of retail stores and shopping centers in terms of geography of market centers. *Prerequisites:* MKTG301 and MKTG430. WINTER.

**MKTG 440 Marketing Logistics and Distribution (3)**

Deals with the role of distribution in the marketing mix of product, price and promotion, with emphasis on channel structure and logistical decisions. Topics include exchange and market intermediaries, types of channels and their use, structure of retailing and wholesaling, selectivity and the degree of directness in channel decisions, customer service decisions, inventory management, transportation modes, warehousing decisions, and sales forecasting. Lectures will be supplemented by problems and/or cases. *Prerequisites:* STAT361 and MKTG301. WINTER.

**MKTG 450 Promotional Strategies (3)**

Considers the development and implementation of the various elements of the marketing communications program. Advertising, personal selling, publicity, public relations, and sales promotion are examined as the base for developing effective policies and strategies for communicating with markets. Opportunities are provided to examine the marketing communications problems of nonbusiness as well as business operations. *Prerequisite:* MKTG301. FALL, SPRING-SUMMER.

**MKTG 460 Marketing Research (3)**

Studies the research process as an aid to planning and decision making in marketing management. Topics include the role of research and information systems in defining and planning research needs, obtaining marketing information, and identifying target markets. Attention also given to product and advertising research and market and sales analysis. *Prerequisites:* MKTG301 and STAT361. WINTER.

**MKTG 470 Independent Study: . . . (3)**

Independent study is intended to provide better students the opportunity to study a topic of their choice in marketing under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within marketing and an instructor to sponsor the work. *Prerequisite:* Permission of instructor and dean. Offered based upon demand.

**MKTG 570 Sales Organizations (3)**

Concerned with the design, development and analysis of sales organizations, sales department relations, personnel management in the selling field, sales budgets and cost analysis and their impact on the sales organization, and sales territories and quotas. Includes the role of the sales executive in coordinating and controlling the marketing mix. Considers current issues related to sales organizations. *Prerequisite:* MKTG301. FALL.

**MKTG 572 Industrial Marketing (3)**

Examines planning, organizing and controlling industrial marketing activities. Studies industrial products and services and how they are marketed. Includes classification of industrial products and customers, buying procedures, applications of new product development and planning procedures, sales engineering, marketing research, pricing practices, promotion applications, logistics, after sale service, and other topics. *Prerequisite:* MKTG301. WINTER.

**MKTG 580 Marketing for Nonprofit Organizations (3)**

An introduction to marketing concepts and tools and their applications to nonprofit organizations. Compares and contrasts different aspects of nonbusiness and business marketing. Considers the impact of publics and the environment in developing non-business marketing programs. *Prerequisite:* MKTG301. SPRING-SUMMER.

**MKTG 801 Problems in Marketing Management (3)**

Reviews the marketing decision process with emphasis on recognition and analysis of marketing problems, generation and evaluation of alternative solutions, and development of plans and strategies for implementing chosen solutions. Provides an overview of current issues and developments in marketing. *Prerequisite:* MKTG301. FALL, WINTER, SPRING-SUMMER.

**MKTG 805 Buyer Behavior (3)**

Review of the literature of buyer behavior with emphasis on central concepts and methods. An advanced treatment of motivations, perceptions, demographics, buyer search for information, models of buyer behavior, consumerism, and public policy is provided. *Prerequisite:* MKTG430 or MKTG801. FALL.

**MKTG 810 Marketing Information: Methods and Analysis (3)**

An advanced treatment of the various methods in which a marketing research problem can be addressed. Develops recognition and appreciation of the environmental factors and their impact on marketing information. Focuses on the creative application and critical evaluation of the procedures of marketing information through the use of case method and research projects. *Prerequisite:* MKTG460 or MKTG801. SPRING-SUMMER.

**MKTG 815 Retailing Structure and Policies (3)**

Reviews the literature of retailing with emphasis on structure and policies. Offers an advanced treatment of major topics, including the marketing concept, consumer and environmental dynamics, strategic planning, and marketing strategy, organizational structure, personnel management, retail pricing, vendor relationships, store location, design and layout. *Prerequisite:* MKTG430 or MKTG801. Not scheduled to be offered in AY85-86.

**MKTG 820 International Marketing (3)**

Examines the role of marketing in economic development. Covers several contemporary issues in international marketing, including the impact of multi-national corporations on the world economy. Discusses different techniques of entering international markets, the basic elements underlying the development of an international marketing mix, and the forms of organization used in international marketing. *Prerequisite:* MKTG801. WINTER.

**MKTG 870 Independent Study: . . . (3)**

Independent study is intended to provide better students the opportunity to study a topic of their choice in marketing under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within marketing and an instructor to sponsor the work. *Prerequisite:* Permission of instructor and dean. Offered based upon demand.

**MKTG 890 Graduate Thesis/Project: . . . (6)†**

Provides an opportunity for intensive study of a problem chosen by the student. A candidate who is approved for the thesis option will be required to orally defend the thesis. The thesis option is limited to outstanding students who have been recommended by a minimum of two faculty in the College of Business and Public Administration and approved by the dean. Students interested in pursuing the doctorate degree in business should select the thesis option. *Prerequisites:* Permission; last trimester of MBA student's program of study. Offered based upon demand.

## Mathematics

### **MATH 310 Intermediate Algebra (3)**

Covers the real number system, linear and quadratic equations, polynomials, rational expressions, exponents and radicals, graphing functions and relations, systems of equations, exponential and logarithmic functions. *Prerequisites:* High school algebra and geometry. FALL, WINTER, SPRING-SUMMER.

### **MATH 320 Mathematical Structures and Concepts (3)**

An introductory content-oriented mathematics course for future teachers of mathematics. Topics include: sets, number systems, integers, rational and irrational numbers, the metric system of measurement, ratio and proportion, linear equations and inequalities, relations and functions, graphing, conic sections, probability and statistics, some algebraic structures, and various topics in geometry, including transformation geometry and tessellations. *Prerequisites:* MATH310 and high school algebra and geometry; or permission of instructor. FALL, WINTER.

### **MATH 325 College Algebra (3)**

Review of algebra including: factoring and operations with polynomials; exponents and radicals; first and second degree equations and inequalities; absolute value; rational, exponential, logarithmic, and inverse functions and graphs. Designed to prepare students for statistics and/or applied calculus courses. *Prerequisite:* MATH310 or equivalent. FALL, WINTER, SPRING-SUMMER.

### **MATH 33A Geometry (3)**

Covers topics in geometry selected from modern elementary geometry, transformations, Euclidean constructions, introduction to projective and non-Euclidean geometries, and geometric aspects of plane trigonometry. *Prerequisites:* High school geometry, MATH320 and MATH325. Offered based upon demand.

### **MATH 34A Discrete Mathematics (3)**

An introduction to mathematical induction, sets, relations, functions, Venn diagrams, truth tables, propositional calculus, combinatorics, graphs, directed graphs, Boolean algebra, lattices, difference equations, recursion, discrete probability, random numbers, queues, algorithms, and representations of algorithms. *Prerequisite:* MATH320 or MATH325. FALL, WINTER.

### **MATH 355 Applied Calculus (3)**

A survey course for business students and others needing only one course in calculus. Covers basic concepts, methods and applications of differential and integral calculus. The entering student should have a solid command of algebraic and graphical methods. Theory is presented and illustrated with examples drawn from business, economics, and natural systems. The course provides a foundation for more advanced courses in economics, science, and operations research. *Prerequisite:* MATH325, or equivalent. FALL, WINTER, SPRING-SUMMER.

### **MATH 44A Linear Algebra (3)**

An introduction to linear algebra and matrices. Topics include systems of equations, determinants, vector spaces, subspaces, linear independence and bases, linear transformations and matrices, rank, nullity, diagonalization, quadratic forms. Includes discussion of applications of matrices in economics, linear programming, graph theory, game theory, statistics and/or numerical analysis. *Prerequisite:* Introductory calculus. Offered based upon demand.

**MATH 450 Principles of Operations Research (3)**

Introduction to the principles and methods of operations research. Draws upon calculus, statistics and probability as prerequisites. Topics include: the systems approach, linear programming, dynamic programming, game theory, queueing theory, inventory theory, Markovian processes, decision analysis, PERT/CPM, integer programming and simulation. *Prerequisites: MATH34A, MATH355 and STAT521. WINTER.*

**MATH 455 Differential Equations (3)**

A basic course in differential equations covering existence, uniqueness, homogeneous equations, first order and simple higher order equations, linear constant coefficient equations and simultaneous equations. Introduction to numerical analysis concepts and available computer packages for numerical solutions. *Prerequisite: MATH355. Offered based upon demand.*

**MATH 470 Independent Study: . . . (1-4)**

Individual reading, research, and/or project in mathematics under the supervision of the faculty. *Prerequisite: Permission. Offered based upon demand.*

**MATH 500 Mathematics, Applications and Methods (3)**

Examines some of the important concepts in science and mathematics as they are applied to technology. Emphasizes algebra, trigonometry and geometry and the application of these concepts. *Prerequisite: MATH325 or equivalent. Offered based upon demand.*

**MATH 61A Treatment of Experimental Data (3)**

Covers types of measurement, choice of suitable instruments, resolution and accuracy of instruments, estimation of precision and accuracy of measurements, systematic and random errors, scientific notation, operations with significant figures, distribution of random errors, standard error, identification of doubtful measurements, correlation and propagation of random errors, error analysis, factor analysis, representation of data by tables, graphs, and equations, identifying the form of equation, method of least squares, graphical and numerical interpolation, differentiation, and integration. Computer programming will be done in the BASIC language. *Prerequisites: MATH355 and STAT520 or equivalent. FALL.*

**MATH 870 Graduate Research: . . . (1-4)**

Individual reading, research and/or project in mathematics under the supervision of the faculty. *Prerequisite: Permission. Offered based upon demand.*

## Media Communications

**MCOM 340 Film/Video Project I (2)**

Filmmaking workshop emphasizing personal expression using both 8mm and 16mm film as well as still photography and the portable video camera as testing/research tools. Students interact with graduate students involved in film production. *Prerequisite: Permission. FALL, WINTER.*

**MCOM 341 Film/Video Project II (2)**

Continuation of Film Project I. *Prerequisite: Permission. WINTER.*

**MCOM 420 Media and Society (3)**

Surveys the development and influence of the mass media including print, broadcasting and film. Examines psychological, social, cultural, political and economic impact of media. *FALL, WINTER.*

**MCOM 450 Writing for Print Media (3)**

Presents basic skills relevant to working for weekly or daily newspapers, magazines, house organs and public relations channels. Emphasizes conventional journalistic style and structure and includes editing, copyediting, and writing of captions and headlines. WINTER.

**MCOM 470 Independent Study: . . . (1-4)**

Individual reading, research, and/or project in media communications under the supervision of the faculty. *Prerequisite: Permission.* Offered based upon demand.

**MCOM 480 Internship: . . . (1-4)**

Designed to provide students in media communications with supervised practical experiences in applied settings. *Prerequisite: Permission.* Offered based upon demand.

**MCOM 505 Media Symposium: . . . (2)**

A workshop exploring selected issues in depth. Faculty of the media program are joined by media professionals, social critics, community leaders, and public officials as well as other university faculty. FALL.

**MCOM 510 Theory and History of a Free Press (2)**

Examines theories of a free press and evolution of the First Amendment. Considers contemporary notions of mass media freedoms, limits and responsibilities, and relevance of Milton, Mill, Jefferson and other free press thinkers to current media problems. WINTER odd years.

**MCOM 530 Television Production (4)**

Presents fundamental production techniques in color studio. Students design, write, and produce basic formats increasing in complexity; crew all positions including camera, lighting, audio, video switcher, and demonstrate creative ability. WINTER, SPRING-SUMMER.

**MCOM 535 Television: Remote Color Techniques (3)**

Considers non-studio production using portable video equipment. Provides practical experience in both remote shooting and editing. *Prerequisite: MCOM530 or permission.* FALL.

**MCOM 539 Advanced Color Television Production (4)**

Emphasizes sophisticated uses of production skills in color facility. Particular attention is devoted to lighting, audio and beginning post-production. *Prerequisites: MCOM530, or permission.* FALL, WINTER.

**MCOM 540 Film Seminar: . . . (3)**

Presents selected topics in film, film reviews, critiques and analyses. September-October seminar deals with Chicago area filmmakers. FALL, WINTER.

**MCOM 541 Topics in the History of Cinema (3)**

Introduces trends and creative styles in the history of world cinema. Provides appreciation of film heritage as a part of modern culture and civilization. Offered based upon demand.

**MCOM 542 Film and TV Documentary (3)**

Examines style and influence of key documentary filmmakers. Identifies film techniques used to document events. Analyzes issues in documentary filmmaking. Describes effects documentary film has on perception of events and issues. WINTER.

**MCOM 550 Newswriting and Reporting (3)**

Introduction to skills and techniques utilized by reporters on the beat. Emphasizes interviewing skills; covers speeches, meetings and press conferences. FALL.

**MCOM 555 Broadcast Journalism (3)**

Principles and practices for the broadcast journalist. Translates theory into practical experience by covering stories for radio and television. Laboratory experiences are an essential part of the course. *Prerequisite: Prior media or journalism course.* SPRING-SUMMER even years.



**MCOM 556 Urban Journalism (3)**

Emphasizes reporting on various aspects of modern urban society. Investigative reporting in areas such as consumerism, ecology, government, and race relations. SPRING-SUMMER odd years.

**MCOM 560 Women in the Media (3)**

Examines historical and contemporary role of women communicators—reporters, publishers, editors, broadcasters, filmmakers. Deals with the image of women as expressed in American media from 17th century to present. SPRING-SUMMER.

**MCOM 565 Broadcasting in America (3)**

Examines the development, structure, content, context, and influences of the broadcast media. SPRING-SUMMER.

**MCOM 567 Children and Television (3)**

Explores children's television programming and its impact. Evaluates such programming in terms of its production quality, social values, and educational entertainment values. Identifies resources of children's television viewing in relation to development of the child. FALL.

**MCOM 570 Media Workshop: . . . (1-4)†**

Specific media technologies, skills and issues are considered in a series of workshops utilizing outside resources. Workshops may be repeated for different subjects. *Prerequisites:* Will vary depending upon specificity of particular workshop. FALL.

**MCOM 575 Creative Dramatics (4)**

Explores techniques and skills of guiding people through improvisational experiences and theatre games. Encompasses material both conceptually and experientially. Students participate in a number of different class activities. SPRING-SUMMER.

**MCOM 580 Chicago Media Laboratory (2)**

Uses the Chicago media environment for on-site seminars and observation of production processes at various television, radio, film, and print media outlets. Students develop their own case study and participate in a class planned seminar. WINTER.

**MCOM 590 Media Team Field Project (4)†**

Advanced production students apply and are selected for a media team. The team develops an interrelated set of media projects around a specific environment. A week or more is spent on location at additional cost to the student. Final projects are then presented for public exhibition and display. *Prerequisite:* Permission. SPRING-SUMMER.

**MCOM 595 Media Production Practicum (2-8)**

The student will be assigned to work in one area of speciality in GSU's Instructional Communications Center under supervision of an ICC staff member and ICC media faculty member. Experience in those areas unique to the production house are emphasized. *Prerequisites:* Prior production courses in area to which student is to be assigned; permission of instructor. FALL, WINTER, SPRING-SUMMER.

**MCOM 60A Creative Dramatics Workshop (1-3)**

Introduces the creative dramatics process to classroom teachers for use in many subject areas. Includes explanation, demonstration and discussion of theatre games, exercises and other techniques that will help provide sensory experiences for children and contribute to a more humanistic approach to education. *Prerequisite:* Graduate standing or permission of instructor. FALL, WINTER; offered in SPRING-SUMMER based upon demand.

**MCOM 610 Media Communications Law (3)**

Identifies, details, and evaluates various contemporary issues in media law from the perspective of the communicator. Includes free speech principles, First Amendment issues, libel, broadcast regulation, right of privacy, copyright, fair trial/free press. FALL.



**MCOM 630 Writing for Radio and Television (3)**

Exercises and script writing for radio and television. SPRING-SUMMER.

**MCOM 631 Writing for Film/Video (3)**

Advanced script writing class for students who understand terminology, production fundamentals, and creating visual sequences for film. *Prerequisites:* *Writing class in film and television or experience in script writing for film or television.* WINTER.

**MCOM 635 Directing (3)**

An investigation of the theories and principles of directing. Students direct a series of scenes covering various periods. Offered based upon demand.

**MCOM 637 Advanced Acting (4)**

Provides the student with the opportunity to explore sources of creating character and performance as part of the process of acting. Performance course for intermediate students. SPRING-SUMMER.

**MCOM 640 Film and Filmmakers I (2)**

Film analysis dealing with short films made as a filmmakers personal expression. Each session will concentrate around one filmmaker who will be present in the class. Most of the filmmakers are from the Chicago area. At least one class will be related to current GSU graduate film production. WINTER, SPRING-SUMMER.

**MCOM 641 Film and Filmmakers II (2)**

Continuation of MCOM640. SPRING-SUMMER.

**MCOM 651 Investigative and Specialized Reporting (3)**

Analyzes and applies investigative reporting approaches and techniques, emphasizing interviewing and scientific research methods. Covers several beats including education, science, business, crime, politics and urban affairs. *Prerequisite:* *Prior journalism coursework or experience.* SPRING-SUMMER.

**MCOM 665 Play Production in Secondary School (3)**

Involves theory and practice in techniques and skills relating to school theatre productions. For teachers and other individuals who need an overview of the process of play production. Offered based upon demand.

**MCOM 673 Survey of Western Drama I (2,4)**

Surveys dramatic literature representative of theatrical development covering works from ancient Greece to the early 19th century romantic period. Different plays will be studied as specialized works of literature. Offered based upon demand.

**MCOM 681 Children's Touring Theatre (2-4)**

Investigation of all phases of a children's theatre touring play from its conceptualization and rehearsal process to actual production. Deals with disciplines, skills, and special problems in touring and children's theatre presentation. Students participate in one or more aspects of the touring company covering technical, performance, and educational facets of the production. Covers two trimesters, the second of which is a practicum. It is necessary to participate in the practicum in order to receive credit. *Prerequisite:* *Permission.* Offered based upon demand.

**MCOM 682 Children's Touring Theatre Practicum (4)**

Participation required in order to receive credit for MCOM681. Offered based upon demand.

**MCOM 702 Workshop: Television I (1)**

Provides a fundamental knowledge of television as a communications medium and an educational tool. Includes hands-on experience in the operation of television equipment and planning and participating in practical classroom television projects. Offered based upon demand.

**MCOM 703 Workshop: Television II (1)**

Continuation of Television Workshop I. Explores a more advanced approach to the use of television as a communications tool. Projects center around the design and development of instructional programs for classroom use and utilization of various television and media equipment. Offered based upon demand.

**MCOM 730 Television Directing (4)**

Studio-oriented course on the techniques of television directing. Focuses on television aesthetics and unique aspects of medium. *Prerequisite:* MCOM530, MCOM539 or permission. WINTER.

**MCOM 750 Feature and Review Writing (3)**

Advanced writing for students interested in staff or free-lance careers in professional journalism. Lab work may be published and emphasizes the interrelationship of style and content. Covers profiles, color stories and reviews of various arts and media. *Prerequisite:* Prior journalism coursework or experience; or permission. WINTER.

**MCOM 760 Mass Media and Politics (3)**

Investigates the use and impact of mass media, particularly the electronic broadcast media, upon the political process. Considers both the role and function of media through specific case studies, with particular attention given to current political campaigns. WINTER.

**MCOM 765 Topics in Popular Culture (2)**

Examines the nature of popular culture through major topics or themes including movies, music, sports, and politics. Examines how popular culture fosters political and social change. SPRING-SUMMER.

**MCOM 803 Contemporary Issues: . . . (3)**

A graduate seminar exploring a selected issue in media, communication, or popular culture. WINTER, SPRING-SUMMER.

**MCOM 805 American Public Address (4)**

Deals with speaking as a force in American history. Includes the rhetorical study of selected speakers in relation to social and political issues from colonial times to 1865. Designed for students whose primary emphasis is not speech or communications. Not scheduled to be offered in AY85-86.

**MCOM 830 Graduate Seminar in Media Communications (3)**

Examines classic literature in mass communications as way of understanding origins and theoretical bases of the discipline, and as way of assessing its current status. Considers the teaching of communications at various levels. FALL.

**MCOM 840 Graduate Film/Video Production I (1-4)†**

Filmmaking workshop producing university and outside sponsored films. Students participate in the complex creative process of making a film through researching ideas, writing, shooting and editing. *Prerequisite:* Permission. FALL, SPRING-SUMMER.

**MCOM 841 Graduate Film/Video Production II (1-4)†**

Continuation of MCOM840. *Prerequisite:* Permission. WINTER, SPRING-SUMMER.

**MCOM 870 Graduate Research: . . . (1-4)**

Individual reading, research and/or project in media communications under the supervision of the faculty. *Prerequisite:* Permission. Offered based upon demand.

**MCOM 880 Internship: . . . (1-4)**

Designed to provide students in media communications with supervised practical experiences in applied settings. *Prerequisite:* Permission. Offered based upon demand.

**MCOM 890 Graduate Thesis/Project: . . . (1-6)**

Provides the student in media communications the opportunity to synthesize graduate coursework by developing and completing a thesis or project specific to the student's interests in media communications. *Prerequisite:* Permission of advisor. Offered based upon demand.

## Medical Technology

**MEDT 320 Clinical Laboratory Science: Medical Technology Practicum I (3)**

The first of a series of six practica which cover the practical and theoretical study of clinical laboratory science. The student medical technologist is introduced to analytical techniques and procedures, and is expected to correlate these with the basic scientific principles upon which the methodologies are based. The focus of study is in the area of clinical chemistry, hematology and microbiology. *Prerequisites:* Enrollment in the medical technology curriculum and evidence of health insurance coverage. FALL.

**MEDT 321 Clinical Laboratory Science: Hematology I (1)**

The first of a series of lectures in clinical hematology and part of the clinical microscopy unit. Emphasizes the function and morphological characteristics of the various cellular elements of the blood. Also covers specimen collection and preservation, hematopoiesis, morphology, function and cytochemistry of the cellular components of blood tissue. *Prerequisite:* Enrollment in medical technology. FALL.

**MEDT 322 Clinical Laboratory Science: Chemistry I (1)**

The first of the lecture series in clinical chemistry. Concepts discussed are instrumentation, mathematical applications and quality control. Carbohydrate analysis, fluid and electrolyte balance and acid-base balance are studied from a physiological and technological viewpoint. *Prerequisite:* Enrollment in medical technology. FALL.

**MEDT 323 Clinical Laboratory Science: Microbiology I (1)**

The first of the lecture series in clinical microbiology. Particular emphasis on organisms such as the gram positive cocci, gram negative cocci, gram positive bacilli, and organisms primarily recovered from the upper respiratory tract. *Prerequisite:* Enrollment in medical technology. FALL.

**MEDT 330 Clinical Laboratory Science: Medical Technology Practicum II (3)**

The second of a series of six practica which cover the practical and theoretical study of clinical laboratory science. Introduction to analytical techniques and procedures and their correlation with the basic scientific principles upon which the methodologies are based. Focuses on study of clinical chemistry, urinalysis and microbiology. *Prerequisites:* MEDT320 and evidence of health insurance coverage. WINTER.

**MEDT 331 Clinical Laboratory Science: Renal Physiology and Body Fluid Analyses (1)**

Introduces the medical technology student to the analyses of body fluids and the principles of urine testing. Urinary tract structure, function, and pathology are presented and correlated with laboratory findings. Introduces urine pregnancy testing, analyses of several body fluids and the principles of their testing. *Prerequisite:* MEDT321. WINTER.

**MEDT 332 Clinical Laboratory Science: Chemistry II (1)**

The second of the clinical chemistry lecture series. Covers the physiological and biochemical principles, laboratory procedures, and clinical significance of protein and amino acids, hemoglobin, and enzymes determinations. *Prerequisite:* MEDT322. WINTER.

**MEDT 333 Clinical Laboratory Science: Microbiology II (1)**

The second of the microbiology lecture series, emphasis on negative bacilli, acid fast bacilli, antibiotics, spirochetes, and viral agents. *Prerequisite:* MEDT323. WINTER.

**MEDT 340 Immunology (2)**

Introduces the basic concepts and terminology of immunity. Includes immune responses, antigenicity, antibody structure, antibody reactions, mechanisms of cellular immunity, and hypersensitivity reactions. *Prerequisites:* College biology and college chemistry. WINTER.

**MEDT 342 Clinical Laboratory Science: Chemistry III (1)**

Presents basic concepts of automation and compares common automated analyzers. Discusses methods used to select and evaluate the appropriate analyzer. Examines liver, kidney, pancreatic, and intestinal function from a biochemical and pathophysiological viewpoint. *Prerequisite:* MEDT332. SPRING-SUMMER.

**MEDT 35B Phlebotomy Techniques I (1)**

Focuses on methods for obtaining blood specimens skillfully and properly in various hospital environments and emphasizes appropriate professional behavior while performing this task. *Prerequisite:* Evidence of health insurance coverage. SPRING-SUMMER.

**MEDT 350 Clinical Laboratory Science: Medical Technology Practicum III (3)**

The third of a series of six practica which cover the practical and theoretical study of clinical laboratory science. Introduces additional analytical techniques and procedures. *Prerequisites:* MEDT330 and evidence of health insurance coverage. SPRING-SUMMER.

**MEDT 351 Clinical Laboratory Science: Blood Bank I (1)**

Study of the immunohematological concepts and their application to the appropriate selection of blood or blood components for patient administration. An introduction to immunohematology, the blood group systems, donor procurement, and compatibility testing. *Prerequisite:* MEDT340. SPRING-SUMMER.

**MEDT 410 Clinical Laboratory Science: Hematology II (1)**

A continued study of the cellular elements contained in blood with an emphasis on the hematologic disorders of erythrocytes, leukocytes, and their precursors. The anemias and leukemias are further emphasized with case studies to correlate laboratory results with pathophysiology. *Prerequisite:* MEDT321. FALL.

**MEDT 420 Clinical Laboratory Science: Medical Technology Practicum IV (3)**

The fourth of a series of six practica which cover the practical and theoretical study of clinical laboratory science. The student medical technologist is introduced to further analytical techniques and procedures. *Prerequisites:* MEDT350 and evidence of health insurance coverage. FALL.

**MEDT 421 Clinical Laboratory Science: Hematology/Coagulation III (1)**

The last in the series of lectures in the area of clinical hematology with the emphasis on hemostasis. The student is required to perform clinical hematology and hemostasis determinations on patients. Thus, the student must be able to understand and interpret theoretical concepts and apply this knowledge to the laboratory procedures. *Prerequisite:* MEDT410. WINTER.

**MEDT 423 Clinical Laboratory Science: Microbiology III (1)**

Presentation of parasitology and serology with emphasis on the correlation of the human immune response with laboratory procedures. *Prerequisite:* MEDT333. FALL.

**MEDT 430 Clinical Laboratory Science: Medical Technology Practicum V (3)**

The fifth of a series of six practica which cover the practical and theoretical study of clinical laboratory science. Introduction to additional analytical techniques and procedures. The focus of study is clinical chemistry, microbiology, and immunohematology/blood bank. *Prerequisites:* MEDT420 and evidence of health insurance coverage. WINTER.

**MEDT 431 Clinical Laboratory Science Microbiology IV (1)**

The fourth of a series of lectures in clinical microbiology. Emphasizes the theoretical concepts of the methodology used for the isolation and identification of anaerobic bacteria and fungi. Also, the disease patterns produced by the anaerobes and fungi groups are presented. *Prerequisite:* MEDT423. WINTER; offered in other terms based upon demand.

**MEDT 432 Clinical Laboratory Science: Blood Bank II (1)**

The second of the two part blood bank lecture series. The immunohematological concepts covered in Blood Bank I will be applied to problems in compatibility testing, antibody identification, hemolytic disease of the newborn, and prenatal testing. *Prerequisite:* MEDT351. FALL.

**MEDT 433 Clinical Laboratory Science: Chemistry IV (1)**

Focuses on competitive protein binding, chromatographic and ultraviolet techniques. Presents clinical methods utilizing these techniques to assay plasma lipids, hormones, hormone metabolites, toxic substances and therapeutic drugs. Other topics include endocrine function, lipoprotein metabolism, drug effects, drug metabolism, and amniotic fluid analysis. *Prerequisite:* MEDT342. WINTER.

**MEDT 44A Phlebotomy Techniques II (1)**

Covers the techniques of phlebotomy. Involves practice of the basic techniques learned in Phlebotomy I and expands upon them to assess difficult venipuncture situations. Emphasizes the use of standard and specialized phlebotomy equipment and the drawing of special procedures. *Prerequisites:* MEDT35B and evidence of health insurance coverage. SPRING-SUMMER.

**MEDT 440 Clinical Laboratory Science: Medical Technology Practicum VI (3)**

The last of a series of six practica which cover the practical and theoretical study of clinical laboratory science. Review of the concepts and test performance studied in the prior series. Emphasis is on problem solving, job responsibility, efficiency, and organization. *Prerequisites:* MEDT430 and evidence of health insurance coverage. SPRING-SUMMER.

**MEDT 465 Clinical Laboratory Science: Introduction to Laboratory Management (2)**

Addresses important areas within the scope of today's clinical laboratory manager. *Prerequisite:* MEDT430 or permission. SPRING-SUMMER.

## Music

**MUS 303 Survey of Music History (3)**

Designed to give students a basic grasp of the historical periods of music and to provide understanding of the types, forms and styles of music literature. The history of music is approached in a quasi-chronological framework beginning with the common practice period, working through Baroque, classical, romantic and 20th century periods. Medieval and Renaissance periods are studied selectively. SPRING-SUMMER.

**MUS 31A Music Theory for Non-music Majors (3)**

Covers basic theory that provides for practical application in order to improve music performance and listening skills. Course activities include lecture/discussion, writing of scale, intervals, key signature, triads, chords, and the playing, singing, and harmonization of simple melodies at the keyboard. For non-music majors. FALL.

**MUS 310 Materials of Music I: Keyboard (1)**

Designed to facilitate improvisation and aural skills through the piano keyboard. For music students with limited background in piano. FALL.

**MUS 315 Music History: 18th and 19th Century Music (2)**

Presents a survey of style and form of classical and romantic composers of the 18th and 19th centuries. FALL.

**MUS 32A Piano Proficiency I (2)**

Designed to acquaint music education students and others with the keyboard skills necessary for classroom teaching. Emphasis will be placed on functional piano skills: sight reading, harmonization, and transposition. *Prerequisite:* Permission of instructor. FALL.



- MUS 32B Piano Proficiency II (2)**  
Continuation of MUS32A. *Prerequisite: Permission of instructor.* WINTER.
- MUS 320 20th Century Music I (2)**  
Studies music during the early history of the 20th century. Includes post-romanticism, impressionism and nationalism. FALL.
- MUS 33A Jazz Ensemble Arranging (2)**  
Analyzes scores for the large jazz ensemble. Emphasizes understanding of basic material as a source of ideas for orchestration, ensemble color, and texture. Analyzes scores by contemporary big band arrangers such as Thad Jones, Bill Holman, Oliver Nelson, and others. FALL.
- MUS 380 Brass Methods (2)**  
Designed to give students both theoretical and "hands on" experiences with brass instruments. Includes methods and materials for instruction and pedagogical approaches for heterogeneous and homogeneous instrumental classes. *Prerequisites: Music major, permission of instructor.* WINTER.
- MUS 382 Woodwind Methods (2)**  
Studies techniques to teach woodwind instruments, including embouchure, posture, materials and group organization. Students will be required to play each of the instruments studied. Covers ranges, transpositions and specific problems of teaching/learning each instrument. SPRING-SUMMER.
- MUS 384 String Methods (2)**  
Provides both theoretical and "hands on" experiences with string instruments. Emphasizes methods and materials for instruction and pedagogical approaches for heterogeneous and homogeneous instrumental classes. *Prerequisites: Music major, permission of instructor.* FALL even years.
- MUS 386 Percussion Methods (2)**  
Provides theoretical and "hands on" experiences with the four major types of percussion instruments (keyboard, tuned, untuned, and auxiliary). Reviews percussion performance literature, method books, mallets, and "grip" approaches. Offered in FALL based upon demand.
- MUS 400 Materials of Music I: Introduction to Contemporary Music Theory (2)**  
Develops basic ear training for students in need of additional practice in basic musicianship. Includes music dictation, form and analysis, sight singing and basic music theory. FALL.
- MUS 410 Afro-American Music (2,3)**  
A survey of various modes of musical expression characterizing the black man's contributions to American culture. Covers west African sounds (1919-1800), jazz, spiritual, gospel, and contemporary soul. FALL.
- MUS 420 Secondary Instrumental Methods (3)**  
Deals with techniques of teaching beginning instrumentalists. Includes teaching methods and materials and organization of the instrumental music curriculum. FALL.
- MUS 430 Music Methods for Elementary Teachers (2)**  
Covers music fundamentals for the elementary classroom teacher. Includes song chants, recordings, and music teaching methods for young children. FALL, SPRING-SUMMER.
- MUS 440 Instrumental Conducting (3)**  
Investigates baton technique and score reading from instrumental music. Phrasing, meter and diagnosis are investigated. Not scheduled to be offered in AY85-86.



- MUS 470 Independent Study: . . . (1-4)**  
Individual reading, research and/or project in music under the supervision of the faculty. *Prerequisite: Permission.* Offered based upon demand.
- MUS 480 Internship: . . . (1-4)**  
Designed to provide students in music with supervised practical experiences in applied settings. *Prerequisite: Permission.* Offered based upon demand.
- MUS 501 Fine and Performing Arts Workshop (1-4)†**  
A series of workshops utilizing outside resources for specific fine and performing arts. Considers developments, skills, new creative approaches and issues in the various arts. Workshops may be repeated for different subjects. *Prerequisites: Specific prerequisites will vary depending on particular workshop.* Offered based upon demand.
- MUS 511 Materials of Music I: Art of Music Notation (2)**  
Focuses on necessary tools for preparing lessons in music theory, composition and arranging. Includes musical language and signs used in notation, on page layout, photo-reproduction equipment, printing and binding of finished work. FALL.
- MUS 515 Materials of Music II: 20th Century Harmonic Techniques (3)**  
Studies advanced harmony including polychords, nontertial sonorities, bimodality, parallelism, cluster (sound mass technique), and other common 20th century harmonic techniques. *Prerequisite: Student must pass music theory examination or take MUS400.* WINTER.
- MUS 516 Materials of Music II: Orchestration (3)**  
Examines ranges and specific problems in scoring for each family of instruments, woodwinds, brass, percussion, and strings. WINTER.
- MUS 517 Materials of Music II: Improvisation (1)**  
Intermediate level piano and basic jazz theory. WINTER.
- MUS 518 Choral Methods and Conducting (4)**  
Designed for students who may be directing either a church or high school choir. Covers vocal techniques, choral literature, rehearsal techniques, and error detection. WINTER.
- MUS 519 Materials of Music III: Keyboard Improvisation (1)**  
Facilitates improvisation and aural skills through piano keyboard. For music students with more advanced background in piano. *Prerequisite: MUS310.* SPRING-SUMMER.
- MUS 525 History of Jazz (2-4)**  
Traces the developments of jazz from its earliest antecedents through Dixieland, the blues, swing, bebop, cool, to the present avant-garde development. Attention given to both the major forms and specific jazz innovations. WINTER.
- MUS 527 Scoring for Film and TV (2)**  
Studies the techniques and effects used in film production. SPRING-SUMMER.
- MUS 540 Applied Music: . . . (1)**  
Private instruction is provided on one instrument or in voice for one hour per week. *Prerequisites: Permission, music students only.* FALL, WINTER, SPRING-SUMMER.
- MUS 541 Applied Music: Percussion (1)**  
Private music study is provided in this area for one hour per week. *Prerequisites: Permission, music students only.* FALL, WINTER, SPRING-SUMMER.
- MUS 543 Applied Music: Voice (1)**  
Private music study is provided in voice for one hour per week. *Prerequisites: Permission, music students only.* FALL, WINTER, SPRING-SUMMER.

- MUS 544 Applied Music: Strings: . . . (1)**  
Private music study is provided on these instruments for one hour per week. *Prerequisites:* Permission, music students only. FALL, WINTER, SPRING-SUMMER.
- MUS 544A Applied Music: Violin (1)**  
Private music study is provided on the violin for one hour per week. *Prerequisites:* Permission; music students only. Offered based upon demand.
- MUS 544B Applied Music: Viola (1)**  
Private music study is provided on the viola for one hour per week. *Prerequisites:* Permission; music students only. Offered based upon demand.
- MUS 544C Applied Music: Cello (1)**  
Private music study is provided on the cello for one hour per week. *Prerequisites:* Permission; music students only. Offered based upon demand.
- MUS 544D Applied Music: Bass (1)**  
Private music study is provided on this instrument for one hour per week. *Prerequisites:* Permission, music students only. FALL, WINTER, SPRING-SUMMER.
- MUS 544E Applied Music: Guitar (1)**  
Private music study is provided on the guitar for one hour per week. *Prerequisites:* Permission, music students only. Offered based upon demand.
- MUS 545A Applied Music: Piano (1)**  
Private music study is provided on the piano for one hour per week. *Prerequisites:* Permission, music students only. FALL, WINTER, SPRING-SUMMER.
- MUS 545B Applied Music: Organ (1)**  
Private music study is provided on the organ for one hour per week. *Prerequisites:* Permission; music students only. Offered based upon demand.
- MUS 546 Applied Music: Brass: . . . (1)**  
Private music study is provided on these instruments for one hour per week. *Prerequisites:* Permission, music students only. FALL, WINTER, SPRING-SUMMER.
- MUS 546A Applied Music: Trumpet (1)**  
Private music study is provided on the trumpet for one hour per week. *Prerequisites:* Permission; music students only. Offered based upon demand.
- MUS 546B Applied Music: Trombone (1)**  
Private music study is provided on the trombone for one hour per week. *Prerequisites:* Permission, music students only. Offered based upon demand.
- MUS 546C Applied Music: Tuba (1)**  
Private music study is provided on the tuba for one hour per week. *Prerequisites:* Permission; music students only. Offered based upon demand.
- MUS 546D Applied Music: Baritone (1)**  
Private music study is provided on the baritone for one hour per week. *Prerequisites:* Permission; music students only. Offered based upon demand.
- MUS 546E Applied Music: French Horn (1)**  
Private music study is provided on the French horn for one hour per week. *Prerequisites:* Permission; music students only. Offered based upon demand.
- MUS 548 Applied Music: Woodwinds: . . . (1)**  
Private music study is provided on these instruments for one hour per week. *Prerequisites:* Permission, music students only. FALL, WINTER, SPRING-SUMMER.

**MUS 548A Applied Music: Clarinet (1)**

Private music study is provided on the clarinet for one hour per week. *Prerequisites:* Permission; music students only. Offered based upon demand.

**MUS 548B Applied Music: Bassoon (1)**

Private music study is provided on the bassoon for one hour per week. *Prerequisites:* Permission; music students only. Offered based upon demand.

**MUS 548C Applied Music: Flute (1)**

Private music study is provided on the flute for one hour per week. *Prerequisites:* Permission; music students only. Offered based upon demand.

**MUS 548D Applied Music: Oboe (1)**

Private music study is provided on the oboe for one hour per week. *Prerequisites:* Permission; music students only. Offered based upon demand.

**MUS 548E Applied Music: Saxophone (1)**

Private music study is provided on the saxophone for one hour per week. *Prerequisites:* Permission; music students only. Offered based upon demand.

**MUS 552 GSU Contemporary Ensemble (1)**

An arranged course providing reading (performance) experience for students interested in 20th century (small ensemble) literature. May lead to participation in public concerts and/or recitals. *Prerequisite:* Permission. FALL, WINTER; offered in SPRING-SUMMER based upon demand.

**MUS 556 Symphonic Band (1)**

The GSU Symphonic Band consists of individuals from both the university and surrounding communities. The band provides an opportunity for students to become familiar with the problems and techniques involved in the performing of symphonic band literature. The band performs at least once each trimester of the school year. *While there are no prerequisites, participants must audition.* FALL, WINTER, SPRING-SUMMER.

**MUS 558 Jazz Ensemble (1)**

A large instrumental organization engaging in the performance of traditional and contemporary jazz and/or rock music. Participation will be determined by audition. *Prerequisite:* Permission. FALL, WINTER, SPRING-SUMMER.

**MUS 559 GSU Jazz Camp (3)**

Students work in clinics with selected musicians. Opportunity for local/student talent to be exposed to professional musicians in a learning situation. Offered in SPRING-SUMMER based upon demand.

**MUS 560 University Singers (1)**

An advanced vocal ensemble of 12 to 18 vocal music majors and other talented music students that performs during the trimester. *Prerequisites:* By audition and invitation only. FALL, WINTER.

**MUS 562 GSU Chorale (1)**

The GSU Chorale meets from September to April and is a choral organization devoted to performing major choral works. *Prerequisite:* Permission. FALL, WINTER.

**MUS 571 Composition/Electronic Music I (4)**

Study of the techniques of 20th century orchestral composition and electronic media. Each student is required to create compositions in music concrete, electro-acoustic, classical studio, and synthesizer studio styles. *Prerequisite:* Permission. FALL.

- MUS 573 Composition/Electronic Music II (1-4)**  
Covers the techniques and terminology employed in electronic music. Each student is required to create an electronic composition to be presented in a public concert. *Prerequisite: Permission. SPRING-SUMMER.*
- MUS 575 Composition II (3)**  
Students compose in 20th century styles. A practicum for advanced students in music. *Prerequisites: MUS571 and permission. WINTER.*
- MUS 576 Electronic Music II (3)**  
Same as Electronic Composition I with the addition that students' compositions are presented in a public concert. *Prerequisite: MUS571 or permission. WINTER.*
- MUS 578 Counterpoint/Form (4)**  
Exploration of the polyphonic conception of atonality and 12-tone technique by way of counterpoint. *Prerequisite: Permission. FALL.*
- MUS 579 Studio Recording Techniques (1-4)**  
Provides students with the applied techniques of the recording studio from both the technical and performance aspects of studio recording. *WINTER.*
- MUS 580 Piano Pedagogy (2)**  
Focuses on basic approaches to piano teaching from the beginning stages to the advanced student. Emphasizes the methods and materials used in individual and group instruction. Examines literature of the piano using duet, trio and ensemble materials divided into each category suitable for the individual student. Covers basic techniques of hand position, posture, fingering, rhythm, pedalling, sight-reading and keyboard harmony. *FALL.*
- MUS 581 Vocal Pedagogy (3)**  
Study of vocal mechanics as they apply to breath control, intonation and resonance. *SPRING-SUMMER.*
- MUS 582 Vocal Literature (3)**  
Examines the development of the art song by 19th and 20th century composers of the United States, England, Germany, France, Russia, and South America. *Prerequisite: One year of lower division studies in applied voice. FALL.*
- MUS 584 Choral Arranging (3)**  
Instructs the student in the principles of writing for voices. All facets of vocal writing are covered, including the techniques of writing piano and instrumental accompaniments for the voices. Proper manuscript preparation for vocal arrangements is included. *SPRING-SUMMER.*
- MUS 587 Elementary Music Methods (2)**  
Covers the role of the elementary classroom teacher in the development of the elementary general music program. Includes demonstration and practice of methods and study of materials used in this process. *Prerequisite: Open only to music students. FALL.*
- MUS 594 Electronic Music in Classroom Workshop (2,3)**  
Designed to aid teachers and composers in the understanding, use, and enjoyment of electronic music in the classroom. Emphasis on composition. Each student is required to create an electronic composition using music concrete and electro-acoustic techniques. *SPRING-SUMMER.*
- MUS 596 Jazz Materials for Teacher Education (2)**  
Provides and develops materials for instruction for junior and senior high schools in jazz history, improvisation, and performing classes. Offered in *SPRING-SUMMER* based upon demand.

**MUS 804 Black Composers (2,3)**

Familiarizes the student with the lives and works of black musicians in areas other than popular music. FALL.

**MUS 810 20th Century Music II (2)**

Explores the history of music from 1917-1945. Includes neo-classicism, expressionism, surrealism, and the 12-tone school. Emphasizes the cities of Paris, Berlin, and Vienna. WINTER.

**MUS 811 20th Century Music III (2)**

Examines the history of music since 1945. Includes experimentalism, electronic music, musique concrete, the Cologne School, America during the 1950s, and current trends in music composition. WINTER.

**MUS 815 Advanced Methods of Teaching Music (3)**

Study of current practices, problems, trends and research in analyzing and developing strategies for improving music teaching in the secondary school. Includes administrative procedures, scheduling, record keeping, classroom and rehearsal management, testing and evaluation. *Prerequisites:* MUS430, a course in educational or child psychology and permission. WINTER.

**MUS 824 Advanced Conducting (3)**

Emphasizes baton technique and score reading of major instrumental and choral compositions. Phrasing, meter, and style are closely investigated. Designed for the advanced graduate music student. SPRING-SUMMER.

**MUS 830 Graduate Research Seminar: Music (3)**

Includes research methods in music, learning theories, statistical procedures, curriculum development, educational objectives, and media in education. WINTER.

**MUS 870 Graduate Research: . . . (1-4)**

Individual reading, research and/or project in music under the supervision of the faculty. *Prerequisite:* Permission. Offered based upon demand.

**MUS 880 Internship: . . . (1-4)**

Designed to provide students in music with supervised practical experiences in applied settings. *Prerequisite:* Permission. Offered based upon demand.

**MUS 890 Graduate Thesis/Project: . . . (1-6)**

Provides the student in music the opportunity to synthesize graduate coursework by developing and completing a thesis or project specific to the student's interests in music. *Prerequisite:* Permission of advisor. Offered based upon demand.

## Nursing

**NURS 304 Nursing: Concepts and Processes (3)**

Designed to provide students with knowledge of the professional issues and trends in nursing, the legal aspects of nursing, the nursing process, and certain nursing theories. The nursing process is the scientific method used to develop a client care plan. This course constitutes the theoretical foundation for subsequent nursing courses. It also begins the resocialization process for reentry into nursing education. *Prerequisite:* Fulfillment of requirements for admission to the nursing major or classification as a conditional degree-seeking or special nondegree-seeking student. FALL, WINTER.

**NURS 311 Nursing: The Collaborative Role (3)**

Focuses on collaboration among health care professionals in the delivery of health care and its impact on professional nursing practice. Further examines the role of the professional nurse functioning in the health care delivery system in a changing society. Explores the emerging role of the nurse from an historical perspective. *Prerequisites:* HLAD325 and NURS304. FALL, WINTER.



**NURS 320 Nursing: Teaching of Clients/Families (3)**

Designed to develop the knowledge and skills of the teaching/learning process in nursing as applied to various client-centered health problems. Objectives are prepared for teaching and evaluating client learning. *Prerequisite:* NURS304. FALL, WINTER.

**NURS 330 Nursing: Health Assessment (5)**

Designed to develop skill in the physical, social, and psychological assessment of clients. Provides both theoretical and technical background in examination and diagnosis. Faculty supervised on-campus laboratory practice is done weekly using models and students in the course as subjects. There is an off-campus clinical component in selected health care settings where validation of skills on well clients is done under faculty supervision. *Prerequisites:* BIOL444, BIOL446, NURS304, PSYC518. FALL, WINTER, SPRING-SUMMER.

**NURS 410 Nursing: Principles of Management of Client/Patient Care (3)**

A study of contemporary theories and principles of management as used in professional nursing practice. Analyzes a variety of leadership/management styles in relation to the needs of organized nursing care systems. Studies techniques of personnel management in relation to their effects on client/patient care and discusses group process. *Prerequisite:* NURS304. FALL, WINTER.

**NURS 420 Nursing: Care in Distributive Settings (7)**

This senior level course focuses on the family, the community, public health, and nursing service directed to meet the needs of each of these entities. Faculty supervised clinical experiences are conducted through local community health nursing agencies and other community health settings. Concepts of adaptation, change, communication role and others are emphasized within a systems framework. *Prerequisites:* HLAD325 or concurrent, NURS311, NURS320, NURS330 and permission of instructor. FALL, WINTER.

**NURS 430 Nursing: Care in Episodic Settings (7)**

Emphasis on the development of the nurse's role and function in episodic settings where patients of all ages are experiencing life-threatening illnesses. Theories of stress, psychosocial support systems, communication and role development constitute the foundation for clinical practice. *Prerequisites:* HLAD325 or concurrent, NURS311, NURS320, NURS330 and permission of instructor. WINTER, SPRING-SUMMER.

**NURS 440 Nursing: Senior Seminar and Practicum (4)**

Students engage in terminal integrating experiences. Emphasis is on the use of a variety of learning experiences for initiating and implementing change in nursing practice and client care in an episodic or distributive setting. Students develop and present a project demonstrating integration and proficiency in all nursing program areas. Research findings are used. *Prerequisites:* All major nursing courses, PSYC560 and STAT468 and permission of instructor. FALL, SPRING-SUMMER.

**NURS 470 Independent Study: . . . (1-8)**

Individual reading, research and/or project in nursing under the supervision of the faculty. *Prerequisite:* Permission. Offered based upon demand.

**NURS 480 Internship: . . . (1-8)**

Designed to provide students in nursing with supervised practical experiences in applied settings. *Prerequisite:* Permission. Offered based upon demand.

**NURS 501 Breast Cancer Update (1)**

This all-day conference provides awareness of the current attitudes and treatments concerning breast cancer and alleviates some of the fear and misconceptions that surround it. Since this conference will present the latest information on treatments available, it should be of special interest to members of the health professions. Not scheduled to be offered in AY85-86.



**NURS 710 Nursing: Theories and Models (3)**

Systematic examination of theories and concepts common to all nursing practice. Analysis of the general systems approach as a basis for developing a theoretical framework for nursing practice. *Prerequisite:* Admission to the graduate nursing major. FALL, WINTER.

**NURS 720 Nursing: Theoretical Foundations of Role Preparation in Nursing (3)**

Contrasts the expanded professional role as educator, administrator, clinician or consultant in the delivery of nursing care. Studies the application of concepts and principles of role theory. FALL, WINTER.

**NURS 730 Nursing Research (3)**

Integration of research methodology, nursing theory and statistics to formulate nursing research problems. Emphasizes measuring variables, studying designs and tools for data collection, and evaluating hypotheses. Students critique published research reports and prepare an original proposal for a research project. *Prerequisites:* Upper division statistics course and upper division research methodology course. WINTER, SPRING-SUMMER.

**NURS 740 Concepts for Advanced Nursing Practice (3)**

Studies the pathophysiological and psychosocial nursing concepts for the purpose of formulating a conceptual framework for advanced nursing practice. Emphasis is placed on the development of a conceptual framework using nursing knowledge, integrating the nursing process and delineating the foci for advanced nursing modalities. *Prerequisites:* NURS710, NURS720, and NURS730. WINTER, SPRING-SUMMER.

**NURS 82A Seminar and Practicum in Advanced Clinical Nursing (4)**

Application of nursing theories, concepts and models for nursing intervention in caring for clients/patients, families and groups with health/illness problems. *Prerequisites:* NURS740 and permission of instructor. FALL.

**NURS 82B Clinical Specialist in Restorative Nursing (3)**

In-depth study of restorative nursing with emphasis on family nursing theory, health/illness problems requiring restorative nursing intervention/therapy, clinical teaching strategies, and the clinical specialist as an entrepreneur. Students refine their clinical practice models in preparation for testing in a practicum. *Prerequisite:* NURS82A or concurrent enrollment. FALL.

**NURS 830 Curriculum and Instruction in Nursing (3)**

Provides preparation for teaching nursing in a variety of institutional settings. Includes topics on the nature of higher education, nursing education, and faculty roles. Explores curriculum designs, the instructional process, evaluation, and issues in nursing education. *Prerequisite:* NURS82A or concurrently. FALL.

**NURS 835 Nursing Administration (3)**

Explores the history and trends in nursing administration. Emphasizes theoretical approaches to the process of nursing administration. Analyzes elements of administration within the organizational framework of nursing services utilizing the decision making process and the concept of human behavior. *Prerequisite:* NURS82A or concurrently. FALL.

**NURS 845 Seminar and Practicum in Restorative Nursing (4)**

Focuses on implementation of the clinical practice model of restorative nursing as a clinical specialist. Investigates the applicability of the model to effective advanced nursing practice. Concurrent seminars focus on functions unique to the clinical nursing specialist. *Prerequisite:* NURS82B. WINTER.

**NURS 850 Seminar and Practicum in Teaching Nursing (4)**

Involves students experimenting with various teaching/learning theories and strategies in selected nursing education settings. Focuses on implementation of the role of teacher and its applicability in nursing education systems. Concurrent seminars focus on functions unique to the nurse educator. *Prerequisite:* NURS830. WINTER.

**NURS 855 Seminar and Practicum in Nursing Administration (4)**

Focuses on implementation of the role of the nursing administrator in selected health care agencies. Concurrent seminars focus on functions unique to nursing administrative roles. *Prerequisite:* NURS835. WINTER.

**NURS 870 Independent Study: . . . (1-8)**

Individual reading, research and/or project in nursing under the supervision of the faculty. *Prerequisite:* Permission. Offered based upon demand.

**NURS 880 Internship: . . . (1-8)**

Designed to provide students in nursing with supervised practical experiences in applied settings. *Prerequisite:* Permission. Offered based upon demand.

**NURS 890 Graduate Thesis/Project: . . . (1-8)**

Provides the student in nursing the opportunity to synthesize graduate coursework by developing and completing a thesis or project specific to the student's interests in nursing. *Prerequisite:* Permission of advisor. Offered based upon demand.

## Office Administration

**OFAD 320 Records Administration (3)**

Deals with records creation, use, maintenance, and destruction; records storage facilities; classification of records; development of file patterns, forms and reports control; protection of vital records. FALL.

**OFAD 410 Human Relations of the Office (3)**

Deals with the development of the creative and productive potential of employees. Emphasizes those within the office environment. WINTER.

**OFAD 42A Microcomputer Uses in the Office (3)**

Emphasizes applications of various software for word processing, database development, and for other office service functions. Also includes electronic spreadsheets, programming applications, and the relationships between the use of the various types of software. *Prerequisite:* MIS301. WINTER, SPRING-SUMMER.

**OFAD 430 Office Organization and Management (3)**

Deals with applying the principles of management organization to office administrative cases, planning the office environment, and defining the systems and subsystems of the office. WINTER.

**OFAD 51A Office Systems Technology (3)**

Provides in-depth study of the human design factors in the selection and use of office technology. Considers the kinds and functions of electronic equipment used in various combinations to form electronic support systems, and the guidelines for developing and implementing such systems. *Prerequisites:* MIS301 and OFAD430 or equivalents; or permission of instructor. Offered in FALL based upon demand.

**OFAD 52A Managing Automated Office Systems (3)**

Applies principles of management and organization to automated (electronic) offices. Addresses the effects of integrated office systems on the organization structure, the basic office functions, the employees, and the physical environment of the office. *Prerequisites:* MIS301 and OFAD430 or equivalents; or permission of instructor. Offered in WINTER based upon demand.

**OFAD 53A Electronic Records Management (3)**

Applies principles of records management to automated records systems. Studies the technologies involved in the electronic records systems, and the integration of various technologies into automated records systems. Identifies the elements revealed in feasibility studies to determine the appropriate needs of designing automated systems. *Prerequisites:* MIS301, MIS39A and OFAD320 or equivalents; or permission of instructor. Offered in SPRING-SUMMER based upon demand.

## Philosophy

**PHIL 30A Studies in Philosophy (3)**

Explores basic judgments on the nature of man, society, government, and the universe with a view toward clarifying the issues that lie at the core of controversy. WINTER.

**PHIL 30B Studies in Religion (3)**

A review of various approaches to religion: philosophical, theological, sociological, psychological. Discussion of the differing forms of religion, theories on their origins, and comparative views of the major world religions. FALL, SPRING-SUMMER.

**PHIL 371 Theory of Knowledge (3)**

Designed specifically to assist students in achieving knowledge related to the philosophical and scientific view of knowledge. Organized into two distinct parts: Part I, the nature of knowledge, considers the various philosophical interpretations of knowledge and the process of knowing; Part II, evolution, is devoted to a study of the history of evolutionary thought as an example of the development of scientific knowledge. FALL.

**PHIL 386 Logic (3)**

A study of the basic structure and principles of valid deduction and warranted induction and application of such knowledge in the analysis and assessment of public issues found in the mass media. FALL, WINTER.

**PHIL 50A Age of Enlightenment I (3)**

Explores the culture of the eighteenth-century "Age of Reason" at its height through the close study of a number of major texts and of certain leading figures. The "texts" consist not only of works of literature, philosophy, and history, but also of paintings and musical compositions. FALL, WINTER.

**PHIL 50B Age of Enlightenment II (3)**

Continuation of PHIL50A. FALL, WINTER.

**PHIL 524 Chinese Thought (3)**

A study of the major Chinese thinkers and their writings. Not scheduled to be offered in AY85-86.

**PHIL 533 Aesthetics and Literary Criticism (3)**

Analyzes the concepts of meaning, communication and truth in art. Deals with the identification and definition of a work of art, the criteria or judgment of excellence, the nature of the aesthetic experience, and the place of art in human experience. Examines 20th century literary criticism. FALL.

**PHIL 542 Ethics (3)**

An in depth examination of the controversial moral dilemmas perplexing modern Americans. Eight scholarly writers explore the dilemmas surrounding such issues as crime and punishment, political and business ethics, and individual behavior. SPRING-SUMMER.

## Photography

**PHOT 30A Photographic Communication (2)**

An introductory level course utilizing the photographic image as a means of individual expression. Open to any student who has a camera with manual aperture, shutter and focus adjustments. No darkroom work is involved; students use the medium of color transparencies to solve particular visual problems and explore the potentials of the photographic image. An overview of the various applications of photography in contemporary society is presented. FALL, WINTER.

**PHOT 308 Darkroom Workshop (2)**

Designed for students who have taken PHOT30A and wish to continue advanced study of photography. Introduces the student to black and white film processing, printing and print presentation through a series of assignments based on camera skills acquired in PHOT30A. Both PHOT30A and PHOT30B are required before advanced courses may be taken. *Prerequisite:* PHOT30A or permission. WINTER, SPRING-SUMMER.

**PHOT 300 Photography (3)**

Introductory level course in the art and science of photography. Covers black and white film processing and printing, camera operation, exposure, and print presentation. Presents an overview of historically significant photographs and photographers. Students must have access to a fully adjustable camera. FALL, WINTER.

**PHOT 305 Advanced Photographic Techniques (3)**

Studies in practical sensitometry as utilized in the zone system. Includes chemical formulas, view camera techniques, and archival presentation. *Prerequisite:* PHOT300 or equivalent. FALL.

**PHOT 470 Independent Study: . . . (1-4)**

Individual reading, research, and/or project in photography under the supervision of the faculty. *Prerequisite:* Permission. Offered based upon demand.

**PHOT 480 Internship: . . . (1-4)**

Designed to provide students in photography with supervised practical experiences in applied settings. *Prerequisite:* Permission. Offered based upon demand.

**PHOT 500 History of Photography (3)**

Surveys significant events, movements, and practitioners in the history of photography from 1830 to the present. Discusses technical and aesthetic issues. FALL.

**PHOT 510 Photographic Theory (3)**

Presents the theoretical basis of modern photographic technology. Investigates the physical and chemical foundations of the photographic process including the nature of light, human vision, optics and image formation, light sensitive materials, sensitometry, photographic chemistry and processing, and the reproduction of color. *Prerequisite:* PHOT305 or permission. WINTER.

**PHOT 520 Photography for Instructional Support (3)**

Studies the utilization of the photographic process for instructional development. Focuses on the skills necessary for production of an informative slidetape presentation for educational or business purposes. SPRING-SUMMER.

**PHOT 530 Color Photography: Positive Processes (3)**

Detailed investigation of several color photographic methodologies including transparency processing, Cibachrome, and Polaroid. Emphasizes both technical and aesthetic development. *Prerequisite:* PHOT300 or equivalent. SPRING-SUMMER.

**PHOT 531 Color Photography: Negative Processes (3)**

Detailed investigation of several negative color photographic methodologies. Includes Kodak process C-41, and color printing by tray, tube, model-11 processor and the Ektaflex system. Attention to both technical and aesthetic development. *Prerequisite:* PHOT300 or equivalent. FALL.

**PHOT 535 Non-silver Photographic Processes (3)**

Aesthetic exploration of several experimental photographic processes. Includes cyanotypes, Van Dyke brown printing, gum bichromate and their related methodologies. *Prerequisite:* PHOT300 or equivalent. SPRING-SUMMER.

**PHOT 54A Photo-Graphics (3)**

Introduces various graphic applications of photography. Areas covered may include: high contrast films, photographic registration systems, halftone reproduction, posterization, tone-line and bas relief printing, and color proofing using 3M color key or Kwik Print materials. *Prerequisite:* PHOT300 or permission. SPRING-SUMMER.

**PHOT 540 Product Photography (3)**

Study of the use of product lighting, presentation, view camera techniques and some basic illustration techniques as they relate to a purely commercial environment. Deals with legal aspects and marketing skills. *Prerequisite:* PHOT305 or equivalent. WINTER.

**PHOT 542 Photo-Illustration (3)**

An applied course in illustrative photography that begins where product photography ends. Students utilize a wide range of photographic skills such as view camera operation, studio lighting, and conventional, as well as manipulative darkroom techniques to produce images that illustrate a concept, idea, or mood. Students will be given specific assignments similar to those that a commercial photo-illustrator might receive and will be evaluated by professional standards. *Prerequisite:* PHOT540 or equivalent. Not scheduled to be offered in AY85-86.

**PHOT 543 Portraiture and Fashion Photography (2)**

Studies in photographic portraiture as related to fashion photography and high fashion. Life study offered as option. *Prerequisite:* PHOT540 or equivalent. WINTER.

**PHOT 545 Architectural Photography (2)**

Applied studies in photographing the exteriors and interiors of architectural structures. Covers specialized techniques involving view camera usage, filtration, and light balancing. *Prerequisite:* PHOT305. SPRING-SUMMER odd years.

**PHOT 550 Photojournalism (3)**

Applied studies in print media photography with particular emphasis on newspaper and public relations work. *Prerequisite:* PHOT300 or equivalent. WINTER odd years.

**PHOT 555 Documentary Photography (3)**

Exploration of one of photography's mainstream traditions, the photographic document. Students will work as groups or individually to produce a photographic document of a subject of their choice. *Prerequisite:* PHOT300 or equivalent. WINTER.

**PHOT 560 Photographic Equivalence Studies (2,3)**

Investigates the sophisticated concept in vision of Alfred Stieglitz and Minor White. Emphasizes the emotional equivalent of the photograph, rather than the subject matter portrayed. Explores emotional equivalents including the photographic studies of time/space relationships advocated by Wynn Bullock. *Prerequisite:* Permission. WINTER.

**PHOT 740 Photographic Portfolio (3)**

Concentrates on thematic evolution. Students are involved in historic research on a personal theme. The student produces a thematic, silver print or formal color portfolio. *Prerequisite:* PHOT300 or equivalent. FALL.

**PHOT 800 Graduate Seminar in Photography (2)**

Provides a synthesizing interdisciplinary forum for developing the graduate project. *Prerequisite:* Permission. FALL, WINTER.

**PHOT 860 Photographic Criticism (3)**

Advanced studies in the critical analysis of photography and photographic exhibitions. Includes a survey of historical and contemporary critical thought. *Prerequisite:* PHOT305, PHOT500 or permission. WINTER.



## Physics

### PHYS 302 Physical Science Foundations (3)

Organizes activities in physical science that reflect the way scientists as well as growing children search for meaning and answers in the world around them. Requires the elementary school teacher to respond to the child's questions in a manner which can result in an organized individual activity. Provides opportunity for developing a positive scientific attitude. SPRING-SUMMER.

### PHYS 352 Intermediate Physics I (3)

Topics include kinematics, forces, energy, rotational motion, fluid properties, thermodynamics and wave properties. *Prerequisite:* MATH325. FALL.

### PHYS 353 Intermediate Physics I Laboratory (1)

Deals with planning and conducting measurements, forces, motion, pressure, heat, surface tension and waves. *Prerequisite:* Concurrent enrollment in PHYS352. FALL.

### PHYS 36A Intermediate Physics II (3)

The areas of physics covered in this course include electricity, magnetism, light and optics. *Prerequisite:* PHYS352. WINTER.

### PHYS 36B Intermediate Physics II Laboratory (1)

Laboratory investigation is necessary to give the student experience in obtaining answers by making first hand observations and appropriate measurements. The investigation may involve finding the value of a physical quantity or it may involve the search for a relationship between two or more variables quantities. *Prerequisite:* PHYS36A or concurrent enrollment. WINTER.

### PHYS 402 Medical Physics (4)

Provides students in the health sciences with a background in physics that is general in scope and emphasizes applications which will be important in their professional work. Includes a knowledge of light microscopes, centrifuges, electron microscopes, radiation detection systems, and the physical laws relating to chemical, biochemical, and physiological applications. *Prerequisite:* MATH325 or permission. WINTER.

### PHYS 500 Survey of the Night Sky (1)

Introduces methods of locating major constellations, bright stars, and planets as well as determining distances to planets, stars, and galaxies. Offered based upon demand.

### PHYS 502 Introduction to Archaeoastronomy (1)

Introduces concepts related to lunar and solar eclipses, appearance of the night sky at varying latitudes from the North Pole to the Equator, apparent uses of Stonehenge, and ancient astronomies of North America and Central America. Offered based upon demand.

### PHYS 504 Planets and Moons (1)

Focuses on man's early concepts about the solar system and why planets orbit the sun. Comets and meteorites are included for information they give about early history of the solar system. Also explores latest results of space probes to the planets as well as the discovery of the outer solar system. Offered based upon demand.

### PHYS 506 Stars and Nebulas (1)

Covers the laws of nature that govern the behavior and properties of stars and the universe. Includes how stars are born, live, and die. Offered based upon demand.

### PHYS 508 Galaxies and Quasars (1)

Focuses on the historical and current theories about the origin and structure of the universe. Examines properties of galaxies and quasars. Offered based upon demand.



**PHYS 51A Halley's Comet (1)**

A study of the early ideas about comets, origin and behavior of comets, and Halley's comet. Offered based upon demand.

**PHYS 510 Black Holes, Quasars, and the Universe (1)**

Covers the deaths of stars, from white dwarfs and neutron stars to black holes. Also included will be a study of the violent explosions that rock the central regions of many galaxies as well as the relationship of exploding galaxies to quasars. Offered based upon demand.

**PHYS 512 Intelligent Life in the Universe (1)**

Explores questions such as: What is meant by life? Does life exist on other planets? Do we have planetary neighbors? Who will be the first to make contact? What will their interest in us be? Offered based upon demand.

**PHYS 514 Telescopes and Observatories (1)**

Introduces concepts related to optics and operation of reflecting and refracting telescopes. Students learn how to determine the resolving power and light gathering ability of a telescope. Offered based upon demand.

## Political Science

**POLS 302 American National Government (3)**

Examines U.S. government institutions, the informal pressures which influence them, and the policies produced by the governing process. FALL, WINTER, SPRING-SUMMER.

**POLS 305 Contemporary Political Thought (3)**

Provides an overview of 19th and 20th century political thought including socialism, nationalism, fascism, libertarianism, and feminism. Not scheduled to be offered in AY85-86.

**POLS 310 International Organizations (3)**

Deals with the complexities of international affairs and those factors that affect them. Focuses on the role of governmental and nongovernmental organizational mechanisms in the relations of nations. Not scheduled to be offered in AY85-86.

**POLS 320 Local Governmental Systems (3)**

Examines local government in the United States. Emphasizes the legal basis and functioning of local jurisdictions in Illinois. FALL, WINTER.

**POLS 440 Constitutional Law: Civil Liberties (3)**

Uses U.S. Supreme Court decisions to examine the fundamental civil liberties guaranteed to the American people. Emphasizes how the court accommodates constitutional doctrines to changing public values. *Prerequisite: CJUS340 or POLS302.* WINTER.

**POLS 460 Political Theory (3)**

Introduces the fundamental questions of politics and the state as developed by selected political philosophers from the Greeks through the present. Emphasizes concepts of democracy, power, individual freedom, the state and obligations of citizens and rulers with relevance to current political developments. SPRING-SUMMER.

**POLS 520 U.S. and Illinois Elections (3)**

Studies elections in Chicago, the suburbs, the state, and the nation. Examines current trends and includes participation of past or present elected officials. WINTER.

**POLS 531 Readings, Black Politics and the American Political System (3)**

A study of the patterns of black politics in the development of Afro-American participation in the American political and economic systems. SPRING-SUMMER; offered in other terms based upon demand.

**POLS 535 Problems in International Politics I (3)**

Examines the behavior of peoples and nation-states at the global level in order to identify the problems that threaten the survival of mankind and seriously undermine global peace. Offered based upon demand.

**POLS 538 Urban Politics (3)**

Analyzes critical issues of urbanization confronting American political institutions. Provides an overview of the nature and scope of the urban polity and provides a conceptual framework for analyzing and evaluating the critical issues in American urban areas. FALL, WINTER, SPRING-SUMMER.

**POLS 542 Seminar in Social Change and Public Policy (3)**

Utilizes tools of public policy analysis to focus on how public policy promotes or impedes social change in contemporary American society. Assesses the impact of public policies on such problems as poverty, inequality, unemployment, race relations, crime, health, housing, environmental pollution, and urban congestion. FALL.

**POLS 545 American Foreign Policy (3)**

Addresses post-World War II trends in American foreign policy. Deals with the east-west dichotomy, the third world and nonalignment. Emphasizes the structural constraints of U.S. foreign policy in the 1980s and the role of ethnicity in the decision making apparatus. SPRING-SUMMER.

**POLS 550 Law and Social Justice (3)**

An analysis of the social conditions as well as the social function of the law as an institution. Emphasis is given to the economic and political factors that affect legislative processes and the impact of the law upon society and its problems. FALL, WINTER.

**POLS 563 Seminar: Comparative Urban Future (3)**

Analyzes problems of urban processes and redevelopment as they relate to central city minorities. Discussed within a comparative and futuristic perspective. WINTER.

**POLS 632 Political Sociology (3)**

Examines the social, economic and political bases of power in America. Emphasizes pluralist and elitist theories, class analysis, community power, social control and structural approaches to studying power. Focuses on analysis of the American political system as a resource for change and an obstacle to change with particular reference to contemporary social movements. Not scheduled to be offered in AY85-86.

**POLS 710 Public Opinion Trends (2,4)**

Analyzes attitudes on a selected topic based on a series of national surveys. Compares groups (i.e., urban and suburban residents, men and women, blacks and whites) in relation to psychological traits, sociopolitical positions or voting patterns over a number of years. Students learn to assess and interpret the data on the computer using a statistical program. Not scheduled to be offered in AY85-86.

**POLS 720 Elites and American Democracy (3)**

Examines theories and justification of elitism. Deals with comparative political elites, the interrelationship between recruitment, circulation and democratic accountability in American politics. WINTER.

**POLS 730 Political Psychology (3)**

Examines personality factors which affect political behavior. Covers self esteem, power motivation, Machiavellianism, authoritarianism, liberalism, and conservatism. Not scheduled to be offered in AY85-86.

**POLS 806 Comparative Urban Redevelopment (3)**

Analyzes the redevelopment of older American cities in comparative context. Draws upon examples of older non-American cities for theoretical understanding and conceptual clarity. WINTER.

**POLS 810 Seminar: Labor Force Participation (3)**

Uses conventional labor market techniques to show jobs minorities hold and why they hold these jobs. Examines the adequacy of concepts to accurately portray the labor market circumstance of minority Americans. FALL.

**POLS 815 Seminar: Politics and Society (3)**

Analyzes and compares critical policy issues confronting selected political systems. Focuses on governance, science and technology and at least two contemporary issues from an international perspective. SPRING-SUMMER.

**POLS 840 Seminar: Comparative Political Systems (3)**

Examines comparative approaches to political systems of post-industrial, industrial, and emerging states. Includes topics on the nature of power structure, political development and culture, economic strategy, and leadership. SPRING-SUMMER; offered in WINTER based upon demand.

**POLS 863 Seminar in American Institutions and Values (3)**

Examines normative issues as they relate to American public administration. *Prerequisite:* POLS302 or POLS320. FALL, WINTER.

## Psychology

**PSYC 311 Lab in Humanistic Teaching Skills (3)**

Study of the philosophy and psychology of humanism. Students will relate humanism to their own lives and design humanistic learning events for children in the classroom. Special attention is given to the use of humanistic principles for classroom discipline. FALL.

**PSYC 320 Educational Psychology (3)**

Helps teachers and educators develop a better understanding of how children develop and learn and how teachers/educators facilitate these processes. Systematic testing of learning theories are explored with particular reference to effects of culture on learning. Improves the students' ability to identify, select, organize and evaluate instructional methods and materials. Students are expected to spend ten hours in classroom situations exclusive of class time. FALL, WINTER, SPRING-SUMMER.

**PSYC 340 Industrial Psychology (3)**

Introductory course in industrial psychology which examines psychological research and theory that relates to the following topics: personnel evaluation, personnel selection, personality and interest factors, equal employment opportunity, personnel training, work motivation, human factors in job design and leadership. WINTER.

**PSYC 420 Principles of Psychology (3)**

Provides a comprehensive overview of psychology. Presents concepts, theories and data from various subfields in psychology, including sensation-perception, learning, memory, personality, abnormal, social, developmental, and physiological. FALL.

**PSYC 430 Abnormal Psychology (3)**

Covers the recognition, classification, development and prognosis of the range of human problems usually defined as psychiatric disorders. Focuses on difficulties in currently used systems of defining and classifying human problems in adaptation and adjustment. Examines the medical model assumptions underlying the most widely used diagnostic system. *Prerequisite:* PSYC420 or equivalent. FALL, WINTER, SPRING-SUMMER.

**PSYC 470 Independent Study: . . . (1-6)**

Individual reading, research and/or project in psychology under the supervision of the faculty. *Prerequisite:* Permission of instructor and division chairperson. Offered based upon demand.

**PSYC 470P Independent Study: . . . (1-6)†**

Individual reading, research and/or project in psychology under the supervision of the faculty. *Prerequisite:* Permission of instructor and division chairperson. Offered based upon demand.

**PSYC 50A Pre-therapy: Treatment Methods for Psychotics and the Retarded (3)**

Discusses pre-therapy as a method and theory for the therapeutic development of reality, affect and communication in psychotic and retarded populations. Discusses the theoretical evolution of pre-therapy from its roots in gestalt, experiential and client-centered therapies. Introduces students to the art and practice of pre-therapy via tapes and demonstrations. Offered based upon demand.

**PSYC 50B Working With Resistant Families (1)**

Nationally known family therapist will explain and demonstrate his use of his personal responses to facilitate therapy with resistant clients. Students will examine their own responses and develop ways of integrating them into the therapeutic process. Offered based upon demand.

**PSYC 50E Countertransference: The Balmary Hypothesis (3)**

Acquaints students with three clusters of ideas regarding countertransference and its implications. Presents the core hypothesis from Balmary's *Psychoanalyzing Psychoanalysis* that the therapist needs to deal with his/her own repressed past in order to be able to better understand and thereby be better able to help clients. *Prerequisite:* PSYC430, PSYC544, PSYC555, PSYC558, PSYC820, PSYC821 or COUN843. Offered based upon demand.

**PSYC 50G Psychological Intervention with Schizophrenics (2)**

Focuses primarily on the diagnostic, phenomenological, psychodynamic, and the socio-cultural dimensions of schizophrenia. Includes secondary emphasis on organic factors. Offered based upon demand.

**PSYC 502 Psychodrama Workshop (1)**

Students will be introduced to the theoretical framework underlying psychodrama and experiential work in psychodramatic techniques. Offered based upon demand.

**PSYC 508 Coping with a Life Threatening Illness (1)**

Focuses on coping with life threatening illness. Deals with psychological issues facing the patient and the family and the professionals (physician, nurse, psychologist, social worker, teacher, minister) trying to be responsive to their needs. Explores counseling issues, the family's perspective, and community support systems. Offered based upon demand.

**PSYC 51A Brain and Behavior (3)**

Provides a comprehensive understanding of the human brain and its functions. It is particularly suited to psychology majors and others who are interested in brain behavior relationships. *Prerequisite:* PSYC420. FALL, WINTER, SPRING-SUMMER.

**PSYC 510 Adolescence (3)**

Investigates the major issues of adolescence and questions the stereotypic view. Critically reviews research with special attention to identity, intimacy, sex roles, and family dynamics. Focuses on normal adolescent development, but also surveys pathological outcomes. SPRING-SUMMER.

**PSYC 512 Child Development (3,4)**

Covers theories related to cognitive, emotional, and physical growth of children. Focuses on prenatal issues and the availability of children's resources in the community. FALL, WINTER.

**PSYC 515 Adulthood (3)**

Presents theories of adult development as they relate to major problems of adulthood. Investigates the availability of resources for adult development in local communities. WINTER.

**PSYC 517 Life Cycle Development (3)**

Exploration of theories of human development throughout the lifespan and the application of these to selected examples. FALL, WINTER.

**PSYC 518 Lab in Transactional Analysis (2)†**

Students learn the major theory and concepts of transactional analysis and apply these to their own behavior. FALL, WINTER, SPRING-SUMMER.

**PSYC 519 Psychosocial Aspects of Aging (3)**

Studies basic concepts and theories of aging. Evaluates the impact of social, biological and psychological variables on aging adults. Analyzes lifestyle of older adults and examines community resources for the aged. FALL.

**PSYC 520 Learning Cognition I (4)**

Examines limitations of short-term memory, transfer of information to long-term memory, organization of knowledge, and the nature of cognitive processes. *Prerequisite: PSYC420 or equivalent.* FALL, WINTER, SPRING-SUMMER.

**PSYC 521 Cognitive Psychology Applied to Instruction (3,4)**

Relates current theories of comprehension and knowledge acquisition to instructional materials and procedures. Offered based upon demand.

**PSYC 523 Cognitive Development (4)**

Examines modes of representation, relation of language and thought, comprehension, and meaning as they develop from childhood to adulthood. FALL.

**PSYC 524 Principles of Behavior Change (3)**

Study of theory and procedures of behavior modification. Includes case materials from psychology, education, and special education. *Prerequisite: PSYC420 or equivalent.* FALL, WINTER, SPRING-SUMMER.

**PSYC 527 Laboratory in Personal Growth (2)†**

Identification of personal growth issues in terms of life goals and priorities. Intrapersonal communication processes identify and examine meaning assigned to various objects or events in student's life. FALL, WINTER, SPRING-SUMMER.

**PSYC 528 Laboratory in Personal Power and Self-Management (2)**

Designed to help individuals take responsibility for their own self-management. Students develop and follow plans or goals for themselves. SPRING-SUMMER.

**PSYC 529 Psychology of Women (3)**

Study of the effects of physiological and psychological variables on the behavior of women. Includes dependence, aggression, self-esteem, and motive to achieve. Discusses social and mental health issues currently affecting women's welfare. FALL.

**PSYC 530 Personality Theory (3)**

Involves the comparative study of 19th and 20th century psychodynamic, behaviorist and humanist theorists on the nature of the person. Considers personality from a variety of theoretical viewpoints. *Prerequisite: PSYC420 or equivalent.* FALL, SPRING-SUMMER.

**PSYC 531 Laboratory in Interpersonal Growth (2)†**

Students identify their interpersonal communication strengths and areas of difficulties and examine the interpersonal communication processes through which they initiate, maintain, and terminate relationships. FALL, WINTER, SPRING-SUMMER.

**PSYC 532 Lab in Assertiveness Training (3)†**

Examines concepts of assertion training and development of cognitive and behavioristic skills to replace maladaptive responses. Provides reinforcement and social networks to ensure the continuity of newly acquired behaviors. *Prerequisite: Permission.* SPRING-SUMMER.



**PSYC 533 Advanced Experimental Psychology (3)**

Presents an in depth coverage of research designs used in experimental psychology. Includes selected readings of published research from various content areas in psychology, memory, learning, social psychology, and perception. Offered based upon demand.

**PSYC 535 Social Psychology (3)**

Evaluation of methods of inquiry and identification of levels of analysis as applied to problems of thought and behavior in American society. Study of interpersonal relations and communications, social power, persuasion, decision making, attitude change, and group membership. Graduate students will also identify and describe community applications of social psychology. *Prerequisite:* PSYC420 or equivalent. FALL, WINTER.

**PSYC 536 Motivation and Emotional Development (4)**

Examines and applies theories of motivation, moral development, and emotional development. SPRING-SUMMER.

**PSYC 537 Psychology of Human Consciousness (3)**

Study of the nature and functioning of the human mind. Considers major modes of human consciousness, means of extending human consciousness, and therapeutic applications. WINTER.

**PSYC 538 Laboratory in Hidden Feelings and Meanings (3)**

Study of understanding and responding to confusing communication. Activities clarify hidden meanings and feelings and teach more honest communication in school, medical, business, and social settings. WINTER, SPRING-SUMMER.

**PSYC 539 Institution and Experience of Motherhood (3)**

Covers both historical and contemporary writing on mothers and motherhood. Considers the variety of ways in which the role of motherhood has been viewed. Studies the impact of motherhood on the psychology of the individual. Includes case material, field interviews and (for graduate students) the development of a research design. *Prerequisite:* An introductory course in psychology or other social science. SPRING-SUMMER.

**PSYC 540 Professional Standards in Human Service and Research (3)**

Focuses on ethical principles and standards in human service and research professions. Deals with application to hypothetical situations involving professionals, research subjects and clients. Studies various values, philosophical positions, and legal cases. FALL, WINTER.

**PSYC 541 Rights of Mental Patients (1)**

Explores the issues and values toward mental patients, the retarded, and developmentally disabled, the problems they face, and rights they have. Readings range from philosophy to case studies, from the national picture to the mental health code for Illinois. FALL.

**PSYC 542 Psychological Issues and Values (2)**

Discussion and exploration of social values, psychological issues and personal responses to a variety of social issues. Includes cross-cultural differences in values, living with a life-threatening illness, death, unemployment, child abuse and neglect, battered women, divorce, substance abuse, mental illness, and others. FALL.

**PSYC 543 Eastern Perspectives on Psychotherapy (3)**

Offers eastern perspectives on such perennial questions as the nature of consciousness, personal identity, mental, emotional and spiritual well-being. Explores therapeutic implications in the western context. *Prerequisite:* A course in therapeutic communications, human consciousness or theories of counseling, or permission of instructor. SPRING-SUMMER.

**PSYC 544 Theories and Treatment of Emotional Disturbance (4)**

Integrates human relations experiences with theoretical work in abnormal development and basic approaches to treatment. Includes readings on therapist bias and life crises. Deals with client-centered, rational emotive, gestalt, and psychoanalytic theories. FALL, WINTER.



**PSYC 547 Characteristics of Human Sexuality (3)†**

Focuses on general aspects of human sexuality with an emphasis on interpersonal relationships and psychosocial functions. FALL.

**PSYC 555 Theories and Treatment of Emotional Disturbance in Children I (4)**

Introduction to emotional difficulties and life stresses in children in various settings. Emphasis on clinical interview and play therapy. Naturalistic observation of children in various settings. Relevant to psychology, special education, education, and psychiatric nursing. *Prerequisite:* PSYC544. WINTER.

**PSYC 556 Theories and Treatment of Emotional Disturbance in Children II (4)**

Reviews the relevant literature on etiology and treatment. Students work with children with emotional difficulties under close supervision. Includes case consultations and case conferences. *Prerequisites:* PSYC555, PSYC544, and permission. Offered based upon demand.

**PSYC 558 Theories and Treatment of Emotional Disturbance in Adults (4)**

Discusses psychopathology and life crises in adults. Participation in weekly peer counseling. Emphasizes therapeutic interaction with adults and relevant theories of psychopathology and treatment. *Prerequisite:* PSYC544. SPRING-SUMMER.

**PSYC 559 Psychodrama (3)**

Presents psychodramatic techniques utilized for resolving emotional and interpersonal difficulties. *Prerequisites:* PSYC527 and PSYC531 or permission. SPRING-SUMMER.

**PSYC 560 Research Methodology (3)**

Introduces the basic principles of research. Focuses on basic knowledge about research methods and the development of analytic skills. Covers finding a researchable problem, developing a testable hypothesis, search of the literature, developing an appropriate research design, and selecting appropriate measuring devices. FALL, WINTER, SPRING-SUMMER.

**PSYC 570 Research in Adolescence and Sex Roles (3)**

Review and critique of current literature on adolescent development and sex-role learning. Special emphasis on identity formation and intimacy issues. Preparation and analysis of a research project. *Prerequisite:* PSYC510 or concurrently. Offered based upon demand.

**PSYC 573 Lab in Alternative Lifestyles and the Helping Professions (3)**

Examines alternative lifestyles occurring in our culture. Provides opportunities to meet people living alternative styles and to explore personal feelings and reactions and their implications for professional work. *Prerequisite:* Permission. Offered based upon demand.

**PSYC 585 Human Values (3)**

Examines the concept of value and explores the student's own value structure. Examines the resultant behavior patterns and the differences among value systems subscribed to by different people. WINTER.

**PSYC 605 Tests and Measurements (3)**

Covers the selection, administration, and interpretation of psychological and educational tests. Deals with concepts of validity, reliability, norms, standardization, standard scores and item analysis. Examines legal and ethical issues. *Prerequisite:* Statistics. FALL, WINTER.

**PSYC 63A Topics in Psychology: . . . (1-3)**

Involves experts in psychology presenting selected topics covering new developments in the field. Includes discussion of the topics and the implications for theory and practice. Participants have an opportunity to discuss the new developments and, where appropriate, apply the techniques and skills. Offered based upon demand.

**PSYC 701 Stress and Burnout (2)**

An intense course designed to develop an understanding of the stress and burnout phenomenon. Deals with personal and organizational sources, its effects, and prevention. Offered based upon demand.

**PSYC 80A Diagnostic and Statistical Manual III: New Diagnostic Tool (1)**

Trains practitioners in the use of the latest Diagnostic and Statistical Manual as revised by the American Psychiatric Association. *Prerequisite:* Bachelor's degree or equivalent in mental health or human service fields, including social work, nursing, counseling and psychology. Offered based upon demand.

**PSYC 808 Workshop: Psychiatric Aspects of Divorce (2)**

Designed for legal, medical, and mental health personnel. Examines psychiatric causes and results of divorce. Emphasizes interpretation, diagnosis, and appropriate intervention. Offered based upon demand.

**PSYC 81A Advanced Early Child Development (3)**

Emphasizes important theoretical influences on research in infancy and early childhood development. Covers both the classical papers that have strongly influenced the field, and recently published works that reflect the current state of knowledge of cognitive, social and emotional development. Focuses on development of the normal child, but linkage to special education areas is provided. *Prerequisite:* Undergraduate course in child development. FALL.

**PSYC 810 Cultural Aspects of Mental Health (3)**

Study of mental health as a culture-bound concept. Compares and contrasts American cultural assumptions about mental health with those from at least one other culture. Offered based upon demand.

**PSYC 815 Learning Processes: Adults (3)**

Investigates the factors influencing attitudinal and behavioral change in adulthood. Includes an overview of current learning theories of three major schools of psychology. Examines how these learning theories affect the adult learning process. *Prerequisite:* Three hours of psychology or learning theory. WINTER, offered in other terms based upon demand.

**PSYC 816 Community Mental Health Seminar (3)**

Explores personal and interpersonal dynamics involved in mental health for students, teachers, and human service workers. Defines and analyzes characteristics of communities and their relevance to community mental health. Offered based upon demand.

**PSYC 818 Learning Theory (3)**

Applies psychological principles and data to educational practice in the classroom. Provides a constructive and detailed analysis of modern learning theories and priorities. Examines the psychological processes in learning, conditions affecting learning, and strategies for learning. *Prerequisite:* PSYC320. FALL, WINTER, SPRING-SUMMER.

**PSYC 820 Graduate Seminar in Psychoanalytic Theory (3)**

Offers advanced students the opportunity to explore current thinking in psychoanalytic theory and treatment. Emphasizes the application of ego psychology and self psychology to therapeutic technique. Provides a brief review of classical Freudian theory, but students are expected to have had some introduction to this material. *Prerequisite:* PSYC544 or COUN630 or PSYC430 or PSYC530. FALL.

**PSYC 821 Graduate Seminar in Abnormal Psychology (3)**

Diagnostic categories selected for in-depth study of the literature conceptualizing a problem, its development, and various treatment recommendations. Focuses on evaluation of research approaches and findings. *Prerequisite:* PSYC544 or COUN630 or COUN843 or PSYC430 or overview of diagnostic categories. SPRING-SUMMER.

**PSYC 822 Seminar in Human Memory (3)**

Provides students with an in-depth exposure to a single substantive area in the domain of experimental psychology. Studies research and theory in the area of human memory. Offered based upon demand.

**PSYC 824 Graduate Seminar in the History of Psychology (3)**

Covers a wide range of systems of psychological thought responsible for modern conceptions of human learning and development, clinical psychology and social psychology. WINTER.

**PSYC 825 Imaging Process in Psychotherapy (3)**

Examines imagery as a basic capacity possessing enormous potential for therapeutic communication. Includes topics on relationship between imagery, fantasy and other basic psychological processes. Students study the nature and structure of imaging process, explore the implications of guided as well as spontaneous imagery for therapeutic communication, apply imaging process to selected therapeutic contexts and assess effectiveness of such applications. *Prerequisite:* COUN844, COUN846 or permission. SPRING-SUMMER.

**PSYC 826 Graduate Seminar in Social Psychology (3)**

Integrates theories and principles of social psychology with emphasis on the effect of ecological factors on the behavior of individuals, groups, and corporations. *Prerequisite:* PSYC535 or equivalent. Offered based upon demand.

**PSYC 827 Human Sexuality (3)**

Examines sexual dysfunctions in terms of interpersonal and intrapersonal communication disturbances: personal, social, and cultural norms and values in the area of interpersonal sexuality. *Prerequisite:* COUN810 or permission. FALL.

**PSYC 828 Graduate Seminar in Cognitive Psychology (3)**

Examines recent theoretical developments in cognitive psychology. Emphasizes the areas of visual perception, concept formation, and language comprehension. WINTER.

**PSYC 829 Graduate Seminar in Human Development (3)**

Presents students with up-to-date research in the developmental area. Integrates developmental issues at all stages of life. Provides students with links between theoretical and applied issues of development. *Prerequisite:* One developmental course or permission of instructor. Offered based upon demand.

**PSYC 830 Consultation Seminar in School Psychology I (1)+**

Offers continuing learning experiences in the practice of school psychology consultation. Includes model case conferences, case presentations, and individual educational plan formulation. FALL, WINTER.

**PSYC 831 Therapeutic Communication (3)**

Defines psychopathology in terms of interpersonal and intrapersonal communication disturbances. Identifies therapeutic interventions that improve the quality of interpersonal communication. *Prerequisite:* COUN810 or permission. SPRING-SUMMER.

**PSYC 840 Consultation Seminar in School Psychology II (1)+**

This seminar is a continuation of PSYC830. *Prerequisite:* PSYC830. FALL, WINTER.

**PSYC 843 Non-biased and Pluralistic Assessment of Children (3)**

Introduction to the basic theories of non-biased assessment of children. Study of both non-biased devices as well as pluralistic tests such as SOMPA. *Prerequisites:* PSYC605. WINTER.

**PSYC 850 Consultation Seminar in School Psychology III (1)+**

This seminar is a continuation of PSYC840. *Prerequisite:* PSYC840. FALL, WINTER.

**PSYC 852 Personality and Vocational Assessment (3)**

Covers selection, administration and interpretation of measures of intelligence, aptitude, vocational and educational choice used by community college and vocational counselors. SPRING-SUMMER.

**PSYC 853 Human Neuropsychology I: Brain Function (3)**

Explores the theories and analysis of brain function, structure, and brain behavior relationships. *Prerequisite:* PSYC605. SPRING-SUMMER.

**PSYC 854 Human Neuropsychology II: Clinical Assessment (3)**

Covers the administration, scoring, and interpretation of standardized procedures in diagnosis of brain damage. Integrates findings with other assessment techniques. Trains students in the Halstead-Reitan and/or Luria methods. *Prerequisite:* PSYC853. Offered based upon demand.

**PSYC 855 Individual Assessment I: Intelligence (3)**

Intensive, culminating training in individual assessment including necessary skills and knowledge to conduct a complete case study of problems typically referred to the school psychologist. Includes recommendations for treatment or remediation. Special attention to the Wechsler and Binet scales. *Prerequisite:* PSYC605. FALL, SPRING-SUMMER.

**PSYC 856 Human Neuropsychology III: Rehabilitation (3)**

Study and application of concepts of human neuropsychology to programs of rehabilitation for persons with various kinds of brain damage and related personality disorders. *Prerequisites:* PSYC853, PSYC854. Offered in SPRING-SUMMER based upon demand.

**PSYC 857 Individual Assessment II: Personality (3)**

Intensive, culminating training in individual assessment including necessary skills and knowledge to conduct a complete case study of problems typically referred to the school psychologist. Includes recommendations for treatment and remediation. Covers objective tests and projective techniques. *Prerequisite:* PSYC530 and PSYC605. FALL, SPRING-SUMMER.

**PSYC 860 Consultation Seminar in School Psychology IV (1)†**

This is the final consultation seminar, a continuation of PSYC850. *Prerequisite:* PSYC850. FALL, WINTER.

**PSYC 865 Practicum in School Psychology (4)†**

Practice in a school setting: diagnosis of psychological, social, learning problems. Participation in counseling sessions, guidance activities, individual and group diagnostics and referral of students with learning problems. *Prerequisites:* PSYC853, PSYC855, PSYC857 and successful review in the practicum screening procedure. FALL, WINTER.

**PSYC 870 Independent Study: . . . (1-6)**

Individual reading, research and/or project in psychology under the supervision of the faculty. *Prerequisite:* Permission of instructor and division chairperson. Offered based upon demand.

**PSYC 870P Independent Study: . . . (1-6)†**

Individual reading, research and/or project in psychology under the supervision of the faculty. *Prerequisite:* Permission of instructor and division chairperson. Offered based upon demand.

**PSYC 880 Internship: . . . (1-6)†**

Designed to provide students in psychology with supervised practical experiences in applied settings. *Prerequisite:* Permission. Offered based upon demand.

**PSYC 890 Graduate Thesis/Project: . . . (6)†**

Student works closely with advisor and/or three faculty members (principal advisor, secondary advisor in specialty area, scope advisor outside specialty area) developing and completing original thesis/project proposal. *Prerequisite:* Permission of advisor or committee. Offered based upon demand.

**PSYC 920 Internship in School Psychology (6)†**

The internship will be taken after completion of the M.A. in school psychology and can be enrolled in only after acceptance by an approved internship site. *Prerequisite:* M.A. in school psychology. FALL.

## Public Administration

### **PADM 301 Introduction to Public Administration (3)**

Examines theories, history, and current issues of administration in government. FALL, WINTER, SPRING-SUMMER.

### **PADM 420 Public Personnel Administration (3)**

Studies and evaluates principles, practices, and problems of personnel administration in government. WINTER.

### **PADM 430 Planning Theory (3)**

Seminar discussion of the various practical, theoretical, and ethical problems and issues now facing the design professions. Includes demands for greater concern for "user behavior" and "user needs," collaboration between design professionals and behavioral scientists, and control of behavior through design. Offered based upon demand.

### **PADM 435 Public Policy Analysis (3)**

Introduces students to conceptual models for understanding government policy making and implementation. Provides information about various governmental policies. FALL.

### **PADM 445 Administrative Law (3)**

Introduces the legal principles underlying administration in government. Concentrates on basic administrative procedures affecting government under the constitution. Offered based upon demand.

### **PADM 450 Introduction to Urban Planning (3)**

Provides an introduction to urban planning, a history of its efforts, and a review of the elements in professional practice today. WINTER, SPRING-SUMMER.

### **PADM 455 Local Government Planning (3)**

Study and analysis of current methods, techniques, and practices of land use oriented urban planning. Emphasizes current land use control in urban planning, including zoning, subdivision control, site planning, transportation planning, and the general plan. Covers population, economic, and land use studies, quantitative methods and social services planning. Offered based upon demand.

### **PADM 470 Independent Study: . . . (3)**

Independent study is intended to provide better students the opportunity to study a topic of their choice in public administration under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within public administration and an instructor to sponsor the work. *Prerequisite:* Permission of instructor and dean. Offered based upon demand.

### **PADM 480 Internship: . . . (3)**

Designed to combine individual career counseling and work outside of the classroom with institutional learning settings. *Prerequisite:* Permission. FALL, WINTER, SPRING-SUMMER.

### **PADM 503 Citizen Planner's Workshop (2)**

Designed for citizen planners, planning commissioners, environmental commissioners, zoning boards of appeals, local elected officials, and interested citizens. Deals with planning topics such as the citizen role in planning, innovations in zoning and subdivisions, economic development, historic preservation, land use law and others. Not scheduled to be offered in AY85-86.

### **PADM 505 Economics of Urban Planning (3)**

Analyzes various economic factors impinging on the planning process. Includes economics of urbanization, forces of supply and demand in urban lands, the building industry, the real estate market, cyclical fluctuations, rents and prices, problems of housing, urban redevelopment, real estate investment, economic notions of welfare, and counteraction of market failure in the supply of public goods. Offered based upon demand.



**PADM 508 Using Microcomputers in Planning (2)**

Introduces the use of microcomputers in planning. Emphasizes the use of existing application programs and the microcomputer as a tool to assist planners and other local government officials with the performance of their duties. Covers word processing, database management, and spreadsheet analysis as related to planning. Offered based upon demand.

**PADM 510 Government and the Public (3)**

Studies the communication and human relations problems between government and the people it serves. Emphasizes efforts to alleviate the problems. Not scheduled to be offered in AY85-86.

**PADM 520 Urban Growth Management (3)**

Investigates how communities control the rate, timing, location, and size of development. Includes review of a series of community growth management plans and regulations. Offered based upon demand.

**PADM 521 Suburban Policy Issues (3)**

Studies the substance of federal, state, and regional public policies as they affect suburban communities. Includes techniques used by municipal officials to deal with these issues and other strictly local issues. Ordinarily, public and private sector experts participate. SPRING-SUMMER.

**PADM 536 Environmental Land Use Planning (3)**

Examines ecological design methods and land use control techniques for resolving the conflict between land development and environmental protection. Considers use control and preservation techniques for sensitive lands. Offered based upon demand.

**PADM 540 Planning Methodology (3)**

Reviews and explores the role of selected planning and evaluation methods in the overall planning process. Includes topics on goals and attitude surveys; assessing probability and utility; frameworks for land use; environmental, economic, and social impact of development plans; cost-benefit analysis; and the planning balance sheet. Offered based upon demand.

**PADM 545 Regional Planning (3)**

Broad coverage of regional planning, its basic concepts, techniques of analysis and planning methods. Offered based upon demand.

**PADM 580 Public Safety Administration (3)**

Studies the administration of public safety departments, especially police departments. Includes topics on organization structure, personnel, communication, community relations, and relations among police and fire services. Not scheduled to be offered in AY85-86.

**PADM 584 Law Enforcement and the Constitution (3)**

Examines the requirements and limitations imposed upon the law enforcement process by the constitution. Emphasizes the U.S. Supreme Court's interpretations of the 4th, 5th, 6th and 14th Amendments. FALL.

**PADM 585 Practicum in Urban Planning (3)**

An experiment in concentrated planning education for advanced students in planning. A workshop based, problem solving experience designed to consist of supervised field research and development projects on behalf of community groups who have requested specific technical assistance. Provides enhanced professional education through the clinical application of professional planning skills. Offered based upon demand.

**PADM 801 Concepts and Issues in Public Administration (3)**

Provides an overview for the study of public policy and administration. Designed to develop an appreciation for the vocabulary of the field, to increase the student's understanding of public agencies and their role within the American democratic structure, and to develop an increased awareness and understanding of the individual role within public agencies. Offered based upon demand.



**PADM 812 Seminar in Public Budgeting (3)**

Examines advanced questions about budgeting in government, including various budgeting systems and how to prepare a realistic budget in the public sector. Considers revenues, expenditures and intergovernmental aid. *Prerequisite: ECON405. FALL, WINTER.*

**PADM 820 Seminar in Urban Government (3)**

Examines advanced questions about the functioning of urban governments in America. *WINTER, SPRING-SUMMER.*

**PADM 835 Seminar in Public Organization Theory (3)**

Examines advanced questions about organization theory as it applies to government, highlighting the distinctive nature of public organizations. *FALL, SPRING-SUMMER.*

**PADM 840 Seminar in Public Policy (3)**

Examines advanced questions about the development of public policy. *FALL, SPRING-SUMMER.*

**PADM 850 Seminar in Public Management (3)**

Examines advanced questions about management in government. *Prerequisite: PADM301. WINTER, SPRING-SUMMER.*

**PADM 851 Seminar in Public Planning (3)**

Deals with a series of case study problems reflecting contemporary planning issues. Uses a multidisciplinary approach to case study analysis. Emphasizes energy, environmental, social, and economic planning. *FALL, WINTER.*

**PADM 852 Seminar in Research Methods (3)**

Introduces students to a variety of standard research methods. Deals with developing research instruments and analyzing research techniques. *Prerequisites: STAT468 and 21 graduate hours in M.P.A. degree program. FALL, WINTER.*

**PADM 855 Master's Research Paper (3)†**

For M.P.A. students who are working on their research projects. Advanced standing as an M.P.A. student required for registration. *Prerequisite: Permission of instructor. FALL, WINTER, SPRING-SUMMER.*

**PADM 870 Independent Study: . . . (3)**

Independent study is intended to provide better students the opportunity to study a topic of their choice in public administration under professional supervision. Only students prepared to devote considerable time and effort should undertake an independent study. Students contemplating an independent study should first choose a definite area for investigation within public administration and an instructor to sponsor the work. *Prerequisite: Permission of instructor and dean. Offered based upon demand.*

**PADM 880 Internship: . . . (3)**

Designed to combine individual career counseling and work outside of the classroom in combination with institutional learning settings. *Prerequisite: Permission. Offered based upon demand.*

**PADM 890 Graduate Thesis/Project: . . . (3)†**

Provides an opportunity for intensive study of a problem chosen by the student. A candidate who is approved for the thesis option will be required to orally defend the thesis. The thesis option is limited to outstanding students who have been recommended by a minimum of two faculty in the College of Business and Public Administration and approved by the dean. *Prerequisite: Permission of advisor and/or committee. Offered based upon demand.*

## Science Education

### SCED 422 Methods of Teaching Elementary School Science (2)

Students explore science teaching methods and strategies for elementary school classrooms. Focuses on an inquiry model and associated teaching techniques. *Prerequisites:* PSYC320 or equivalent, two science courses, and concurrent enrollment in SCED423. FALL, WINTER, SPRING-SUMMER.

### SCED 423 Methods of Teaching Elementary School Science Laboratory (1)

Provides laboratory experiences associated with methods emphasized in SCED422. Students do science activities to learn inquiry teaching strategies for elementary school science. Includes 10 hours of clinical experience. *Prerequisite:* Concurrent enrollment in SCED422. FALL, WINTER, SPRING-SUMMER.

### SCED 433 Principles of Science Education (3)

Surveys the role of science education in the total school curriculum. Students will become familiar with contemporary science curricula and methods for teaching science. Includes 25 hours clinical experience in secondary schools. FALL.

### SCED 444 Teaching Secondary School Science (2)

Science and science teaching are directly related by their goals and methods. Students examine the nature of science from historical, philosophical, and sociological perspectives, then elect to either develop skills in teaching science by inquiry or go more deeply into the ethics and sociological impact of science. Fifteen hours of classroom observation are required. *Prerequisites:* SCED433, PSYC320, and EDUC310, SPED510 or permission. WINTER.

### SCED 445 Teaching Secondary School Science Laboratory (1)

Provides laboratory experiences associated with SCED544. *Prerequisite:* Concurrent enrollment in SCED444. WINTER.

### SCED 455 Managing the Science Classroom (3)

Deals with implementation and evaluation of student materials, classroom materials and time management, classroom motivation and discipline schemes, test and other evaluation instrument development, and means of individualization for students in science. Presents methods of integrating basic skills instruction into science curricula. Requires 25 hours of classroom preclinical activity. *Prerequisites:* PSYC320, SCED533, SCED444. SPRING-SUMMER.

### SCED 470 Independent Study: . . . (1-4)

Individual reading, research and/or project in science education under the supervision of the faculty. *Prerequisite:* Permission. Offered based upon demand.

### SCED 500 Astronomy in the Classroom (1)

This survey workshop on astronomy includes the major physical components of the universe including planets, stars, constellations, and galaxies. Discusses and demonstrates methods for including astronomy in the science curriculum. Identifies sources for obtaining free and inexpensive astronomy materials. Offered based upon demand.

### SCED 510 Sharing Nature with Children (1)

Develops awareness, understanding, and appreciation of nature while acquainting teachers and youth leaders with outdoor activities which can be used with groups. Through active participation in an extended outdoor education/recreation experience, teachers and youth leaders become familiar with a wide variety of activities. Offered based upon demand.

**SCED 60R Televised Instruction in Science (1)**

Examines tools for teachers to explore science and technology by using visual and audio stimulation. Teachers select and apply teaching strategies appropriate to science as well as select or construct hands-on material for their students' use. Requires viewing of the program, "3-2-1 Contact" on WTTW and attendance at workshops at Museum of Science and Industry. *Prerequisites:* Graduate student status and teacher certification. Offered based upon demand.

**SCED 60S Museum of Science and Industry: Science Fair Workshops for Teachers (1)**

Presents ways for teachers to organize a school science fair and guide student projects. Includes ideas for science fair projects, library resources, suggestions on locating information and methods for making projects scientific. *Prerequisites:* Graduate student status and teacher certification. Offered based upon demand.

**SCED 60T Museum of Science and Industry: Hands-on Science Demonstration (1)**

Focuses on ways teachers can integrate science demonstrations and techniques into the classroom. Offers participants inexpensive demonstrations, ways to involve students in demonstrations, and large scale science demonstrations. *Prerequisites:* Graduate student status and teacher certification. Offered based upon demand.

**SCED 60U Museum of Science and Industry: Technology—Change or Choice (1)**

Features a tour of the Museum of Science and Industry exhibits emphasizing biological, physical and chemical sciences and focusing upon the scientific and technological implications for society. Explores the ethical, legal, political and economic implications of the rapid scientific and technological progress implied and illustrated by the exhibits. Students enrolled in this course must attend a full day session and provide an application to their own teaching situation. *Prerequisite:* Teaching certification. Offered based upon demand.

**SCED 60V Science and Physics Teaching (1)**

Designed to introduce teachers to new format and strategy of teaching physics to multi-level ability students. Offered based upon demand.

**SCED 60W Museum of Science and Industry: Musical Science (1)**

Focuses on how sound is produced, controlled and changed to make music. Uses demonstrations, hands-on activities, make-and-take projects and museum exhibits to show how sound is made and controlled. *Prerequisites:* Teaching certification and lower level biology or physical science course. Offered based upon demand.

**SCED 60X Museum of Science and Industry: Chautauqua Short Course (1)**

Uses educational materials developed by NASA in the space program to develop and illustrate the concepts in basic mechanics. Topics include: Newton's Laws, the conservation laws, gravitation, projectile motion, circular motion, satellite motion, inertial forces, weightlessness, and artificial gravity. Uses lecture demonstrations, videodiscs, and videotapes to relate the basic physics concepts to the Space Shuttle and the Apollo missions to the moon. *Prerequisites:* Teaching certification and lower level biology or physical science course. Offered based upon demand.

**SCED 61A Museum of Science and Industry: Basic Science Topics: . . . (2)**

Explores at least three topical science areas during three different workshops. Each workshop focuses upon content and knowledge through the utilization of hands-on science. For example, the physical science workshop will focus upon motion, force and Newton's Laws through the use of hands-on activities. Participation and completion of all three workshops is necessary to earn two credits. *Prerequisites:* Teaching certification and lower level biology or physical science course. Offered based upon demand.

**SCED 61B Museum of Science and Industry: Space Workshops (1)**

Features demonstrations, activities and discussions on space flights, lunar explorations and planetary space science. Attendance at all three workshops is required in order to receive credit. *Prerequisite:* Teaching certification. Offered based upon demand.

**SCED 61J Inquiry Science Teaching (1)**

Reviews the psychological and philosophical bases for teaching science and describes inquiry science teaching using examples. Emphasizes questioning techniques, promoting the use of science processes, and inquiry science activities. *Prerequisites:* Teaching certification and lower level biology or physical science course. FALL, WINTER, SPRING-SUMMER.

**SCED 61K Application of Inquiry Science Methods (1)**

Applies inquiry science methods to the use of textbooks or non-textbook elementary science teaching which teachers can use to evaluate elementary science programs. Reviews non-textbook elementary programs and provides suggestions for using elementary science texts. In addition, evaluation methods are discussed and applied. *Prerequisites:* Elementary teaching certification and lower level biology or physical science course. FALL, WINTER, SPRING-SUMMER.

**SCED 61L Organizing Science for Elementary Classrooms (1)**

Provides concrete suggestions for getting started and maintaining inquiry teaching. Reviews the organization of science lessons from long-range plans. Participants develop a lesson plan with specific suggestions for managing materials, students and an inquiry teaching environment. *Prerequisites:* Teaching certification and lower level biology or physical science course. FALL, WINTER, SPRING-SUMMER.

**SCED 711 Environmental Education: Biological Field Science (2)**

Field course offered at Camp Sagawau. Uses field methods of investigation to compare habitats and study variations in plant communities and the effects of pollution. Offered based upon demand.

**SCED 712 Environmental Education: Earth Science (2)**

Field course offered at Camp Sagawau. Emphasizes relationships between land forms and geologic processes. Uses local examples and includes mapping skills. Offered based upon demand.

**SCED 713 Environmental Education: Forest Investigations (2)**

Field course offered at Camp Sagawau. Participants examine local forest communities using several methods of analysis including point-quarter transects, age classification by correlation with diameter class, variable and fixed plot sampling, and evaluating influences of microclimate. *Prerequisite:* Some field work. Offered based upon demand.

**SCED 714 Environmental Education: Investigations in Limnology (2)**

An intensive week of field investigation based at Camp Sagawau comparing elements of real limnological systems including rivulets, creeks, marshes, ponds, and lakes of lentic and lotic environments. Emphasizes characteristic macro-invertebrates, vertebrates, chemical and physical properties of aquatic environment—whether natural or influenced by human activities. *Prerequisite:* SCED711 or permission. Offered based upon demand.

**SCED 715 Environmental Education: Terrestrial Biology (2)**

Weekend field course taught at Camp Sagawau. Identification of plants and local communities is used to develop understanding of regional environments; teaching applications are made. Offered based upon demand.

**SCED 822 Beyond Textbook Science (3)**

Elementary and secondary teachers learn how to go beyond science textbooks and utilize inexpensive, simple devices for supplementary science teaching. Advanced methods related to inquiry science teaching are emphasized. Offered based upon demand.

**SCED 870 Graduate Research: . . . (1-4)**

Individual reading, research and/or project in science education under the supervision of the faculty. *Prerequisite:* Permission. Offered based upon demand.

**SCED 890 Graduate Thesis/Project: . . . (1-6)**

Provides the student in science education the opportunity to synthesize graduate coursework by developing and completing a thesis or project specific to the student's interests in science teaching. *Prerequisite:* Permission of advisor. Offered based upon demand.

## Social Sciences

### SOSC 311 Survey of Social Science (3)

Examination of the organizing principles and methods of the basic social sciences. Offered on campus and also as an independent study course for BOG students. FALL, WINTER, SPRING-SUMMER.

### SOSC 470 Independent Study: . . . (1-4)

Individual reading, research and/or project in social sciences under the supervision of the faculty. *Prerequisite: Permission.* Offered based upon demand.

### SOSC 480 Internship: . . . (1-4)

Designed to provide students in social sciences with supervised practical experiences in applied settings. *Prerequisite: Permission.* Offered based upon demand.

### SOSC 510 Women's Resource Laboratory (3)

Students learn referral procedures, staff the Women's Resource Center and meet for group discussion about topics related to sex-role issues, family violence, and options available to women in contemporary society. *Prerequisite: Permission.* FALL, WINTER, SPRING-SUMMER.

### SOSC 525 Ascent of Man (4)

Based on an award winning B.B.C. television series written and narrated by the late scientist Jacob Bronowski. Provides a panoramic view of nature and the forces that led to the emergence of human intelligence with its cultural and intellectual achievements. FALL, SPRING-SUMMER.

### SOSC 530 Urban Studies: Introduction to the City (3)

Appraisal and analysis of urban growth and dynamics in relation to government and politics, social and economic life, environmental issues and the structure of the urban environment. An interdisciplinary approach to the study of American urban environments. WINTER.

### SOSC 535 Idea of Community (3)

Interdisciplinary study of the idea of community in western society using approaches from the social sciences and from religious-theological studies. SPRING-SUMMER.

### SOSC 590 Social Research Methods (3)

Students are introduced to basic issues in research design and methodology from the framing of hypotheses to the collection and analysis of data. Includes methods of literature review, instrument design, and basic statistical analysis. WINTER.

### SOSC 801 Human Systems Change (3)

Covers philosophy and history of human systems change. Students present a diagnosis of a system strategy for change. Offered based upon demand.

### SOSC 802 Aesthetics of Sports (3)

Introduces students to alternative values associated with sport through the analysis of sport documentary films and related texts. Examines differences between subjective and objective aesthetics. FALL.

### SOSC 804 Sport Communication Systems (3)

Focuses on research in the social laboratory of the sports arena. Analysis of human behavior as a social phenomenon in various sport settings. Offered based upon demand.

### SOSC 840 Graduate Seminar in Community Studies (3)

An examination of theories and methods in community studies related to suburban, rural and central city communities. Students analyze and evaluate theories and methods as the bases for community research and action. FALL.



**SOSC 85A Graduate Seminar in Social Issues (3)**

An examination of social science perspectives on fundamental issues and policies in American society. Each offering of the seminar will focus on one topic (e.g., family life, racial integration, technological change) with an analysis of various issues, policies, theories, and methods appropriate to that topic. (Consult with faculty on the topic for each Seminar.) WINTER.

**SOSC 870 Graduate Research: . . . (1-4)**

Individual reading, research and/or project in social sciences under the supervision of the faculty. *Prerequisite: Permission.* Offered based upon demand.

**SOSC 880 Internship: . . . (1-4)**

Designed to provide students in social sciences with supervised practical experiences in applied settings. *Prerequisite: Permission.* Offered based upon demand.

**SOSC 890 Graduate Thesis/Project: . . . (3)**

Provides the student in social sciences the opportunity to synthesize graduate coursework by developing and completing a thesis project specific to the student's interests in social sciences. *Prerequisite: Permission of advisor.* Offered based upon demand.

## Social Work

**SOCW 320 Fields of Welfare Services (3)**

Examines the broad field of social welfare services and the techniques used in the professional practice setting. FALL, WINTER.

**SOCW 340 Social Policy (3)**

Focuses on the legal basis for social policy in the United States. Examines historical and philosophical antecedents. Includes field research. WINTER.

**SOCW 350 Social Work Perspectives on Human Behavior (3)**

Designed to help students to integrate and apply to professional practice situations those social science concepts dealing with human behavior. *Prerequisite: SOCW320 or concurrent enrollment.* FALL, WINTER.

**SOCW 355 Theories of Social Work Practice (3)**

Provides an introduction to currently recognized social work practice theories relevant to direct service generalist practice. Includes psychosocial, problem solving, and functional theories. Designed to provide students with basic theoretical tools which contribute to effective, holistic oriented social work practice. *Prerequisites: SOCW320 and SOCW350.* WINTER, SPRING-SUMMER.

**SOCW 420 Community Organization (3)**

Provides a conceptual framework for examining community organization practice. Examines the intervention process at the community level to effect change. *Prerequisite: SOCW355.* FALL.

**SOCW 445 Methods of Social Casework (3)**

Examines the approaches and strategies for providing a wide range of social services to individuals. Students engage in interviewing, collecting data, diagnosing and planning treatment for selected individuals. *Prerequisite: SOCW355.* FALL, SPRING-SUMMER.

**SOCW 450 Social Group Work (3)**

Examination of the goals and values of the group setting, group preparation, leaders and leadership, group processes and activities. Emphasis on utilizing groupwork processes in selected practice issues. *Prerequisite: SOCW355.* WINTER.



**SOCW 459 Social Work and the Law (3)**

Includes the study of legal issues, procedures, and selected legislation relevant to the practice of social work in varied settings. Examines the use of legal authority in the provision of services in the areas of income maintenance, justice, child protection, family services, divorce counseling, and other areas requiring knowledge of legal issues and processes. WINTER.

**SOCW 460 Proseminar in Social Work I (2)**

Provides students with an opportunity to explore agencies, identify desirable field placements, and become thoroughly familiar with policies and procedures relating to the practicum. Students engage in self-assessment and the development of personal goals for their practicum experience. This seminar is to be taken during the trimester prior to the field practicum. *Prerequisite:* Successful completion of practicum application and approval process. FALL, WINTER, SPRING-SUMMER.

**SOCW 468 Proseminar in Social Work II (2)+**

Synthesizes practice in the field practicum setting and theory provided through coursework in the human services curriculum. Attendance is required. *Prerequisite:* This seminar must be taken concurrently with the practicum experience. FALL, WINTER, SPRING-SUMMER.

**SOCW 470 Independent Study: . . . (1-8)**

Individual reading, research and/or project in social work under the supervision of the faculty. *Prerequisite:* Permission. Offered based upon demand.

**SOCW 480 Internship: . . . (1-8)**

Designed to provide students in social work with supervised practical experiences in applied settings. *Prerequisite:* Permission. Offered based upon demand.

**SOCW 490 Practicum in Social Work (6)+**

Students apply and integrate theoretical knowledge and skills of social work in a human services setting. *Prerequisites:* SOCW460 and approval by degree program faculty. FALL, WINTER, SPRING-SUMMER.

**SOCW 50A Topics in Social Work Practice: . . . (1-4)**

Specific topics and issues, treatment and service approaches, and new developments in social work and related areas are considered in a series of workshops utilizing outside resources. Workshops may be repeated for different topics. *Prerequisite:* Permission of instructor or program coordinator of social work major. Offered based upon demand.

**SOCW 530 Urban Dynamics (3)**

Identifies and analyzes the social, political, economic, psychological, and physical forces in an urban community and how these affect the lives of the people who live there. FALL, WINTER; offered in SPRING-SUMMER based upon demand.

**SOCW 565 Teamwork in Organizations (3)**

Designed for the student interested in delivery of human services through the team model, especially interdisciplinary teams. Introduces a conceptualization of generic teamwork which is applicable to a wide variety of work settings. Identifies and describes the varied constellations of human services teams, and analyzes the team process, including factors which contribute to team effectiveness and those which restrict its functioning. Field visits required. FALL.

**SOCW 570 Social Work in Health Care (3)**

Focuses on how social workers in hospitals and clinics assist people in making better use of health care facilities, in preventing illness, in dealing with the impact of illness and disability on themselves and their families, and in preserving their health. Emphasizes the necessity for effective collaboration with other health professionals on interdisciplinary health teams for optimum services. SPRING-SUMMER.

**SOCW 575 Social Services for Children (3)**

Examines the organization of child welfare programs and the existing set of social services designed to help the child and his/her family. Considers the effects of economic, social and political developments upon the past and present services. Explores future planning of services for children. SPRING-SUMMER.

**SOCW 590 Social Work Practice with Minorities (3)**

Examines the assumptions, myths, beliefs, stereotypes, techniques, and strategies necessary to facilitate interracial relationships between workers and clients. SPRING-SUMMER, offered in FALL based upon demand.

**SOCW 595 Management and Supervision in the Human Services (3)**

Examines administrative theories and processes which are basic to all human service agencies. SPRING-SUMMER; offered in FALL based upon demand.

## Sociology

**SOC 310 Principles of Urban Studies (3)**

Presents an interdisciplinary study of basic principles and dynamics in the development of our increasingly urban world. Features focus on the worldwide process of urbanization, urban lifestyles, and some of the common elements in the cities in America and other areas of the world. This is an off-campus, independent study course. FALL.

**SOC 345 Sociology of Sex Roles (3)**

Examines the biological, social, and cultural theories of sex role differences. Deals with interpersonal and sociocultural mechanisms by which beliefs about sex roles are maintained, and consequences of existing beliefs about sex roles. FALL.

**SOC 430 Sociology of Racism (3)**

Explores the dynamics of individual and institutional racism in America and traces the origin and manifestation of racism throughout history. FALL, WINTER; offered in SPRING-SUMMER based upon demand.

**SOC 514 Sociology of Sport (3)**

Studies influences of sport on society and psychosocial aspects of spectators and participants in sport. WINTER.

**SOC 520 Technology and Social Change (3)**

Examines the impact of significant technological changes upon social structures, lifestyles, institutions, and communities. Starts with the neolithic agricultural revolution and culminates in contemporary urban systems. FALL.

**SOC 525 Community Organization/Community Development (3)**

Analyzes notions of power, community structure, community development, and their implications for community organization and renewal. Not scheduled to be offered in AY85-86.

**SOC 535 Population and Demographic Analysis (3)**

Considers population data, sources, uses, and limitations. Emphasizes mortality, fertility, and migration. Includes exploration of data processing techniques and practical implications. Examines the role of population processes in urban development and change. Not scheduled to be offered in AY85-86.

## 294 Special Education

### SOC 540 Sociology of the Family (3)

Examines the historical roots of changes in contemporary family life. Focuses on class variation in American family life, implications of beliefs about sex roles for marital and parental roles, manifestations of pathology in family life, and connections between political issues and changes in family life. WINTER.

### SOC 551 Sociology of Ethnic Relations (3)

Analyzes ethnicity as a dimension of social stratification and its implications for inter- and intra-group conflict. WINTER.

### SOC 585 Work and Family Life (3)

Examines historical and contemporary ideologies about the relation between work and family life. Explores effects of constraints of work roles on family life and of family life on work roles. Emphasizes issues associated with labor market segmentation, class variation, distinctions among dual- and one-career families, and alternatives to traditional family/work patterns. SPRING-SUMMER.

### SOC 60A Sexual Assault: Investigation and Initial Intervention (1)

A conference for service and law enforcement professionals who work with sexual assault victims and offenders. Focuses on the dynamics of the sexual assault offender and the impact of assault on the victim. Reviews changes in laws concerning sexual assault offenders and the implications of these changes for service professionals. Not scheduled to be offered in AY85-86.

### SOC 650 Readings in Contemporary Sociological Thought (3)

Acquaints the student with contemporary classics in sociological thought. Major works of C. W. Mills, David Reisman, Kim Erickson, Erving Goffman, Christopher Lasch, and others will be covered. *Prerequisites:* Introductory social science course and at least one specialized course in social science or history. Not scheduled to be offered in AY85-86.

### SOC 706 Work and Leisure (3)

Examines various aspects of the relationship between work and leisure. Deals with elements of stress in leisure, and analyzes the work-leisure dichotomy. WINTER.

### SOC 810 Readings in Feminism (3)

An examination of alternative theories of women's positions in society and prescriptions for social change. SPRING-SUMMER.

### SOC 830 Graduate Seminar in Social Thought (3)

Analyzes the contributions of major theorists and schools in sociology starting with Marx, Durkheim and Weber and moving on to later developments in structural/functionalist, symbolic interactionist, neo-Marxian, phenomenological, ethnomethodological, exchange and other theories. FALL.

## Special Education

### SPED 510 Survey of Exceptional Students (3)

Identifies the characteristics of learning disabilities and other handicaps. Considers current directions, precedents, public policies, and their implications for instructional programming. Requires 15 hours of fieldwork. FALL, WINTER, SPRING-SUMMER.

### SPED 560 Methods of Teaching the Handicapped Student in the Regular Classroom (3)

Prepares classroom teachers to provide individualized instruction for students with learning and behavior problems. Assists classroom teachers in working cooperatively with special education teachers. Requires ten (10) hours of fieldwork. *Prerequisite:* SPED510. FALL, WINTER, SPRING-SUMMER.

**SPED 60A Identification and Characteristics of Gifted Students (3)**

Identifies the most common characteristics of gifted and talented students. Analyzes the reliability and validity of various techniques utilized in gifted student identification. Presents an overview of fundamental gifted teaching philosophies. Proposes problems encountered in gifted programs as well as possible solutions. Stresses the need and importance of gifted programs to the current educational system. Requires ten hours of field work. Offered based upon demand.

**SPED 619 Psychological Diagnosis of Individuals with Special Needs (3)**

Examines basic assumptions, assessment procedures, techniques, and instruments in the evaluation of individuals with special needs. Emphasizes prescriptive ability, assessment and potential level of functioning. Requires 15 hours of fieldwork. *Prerequisite: SPED510.* FALL, WINTER, SPRING-SUMMER.

**SPED 620 Characteristics of the Mentally Handicapped (3)**

Describes and evaluates various characteristics of the mentally retarded and their effects upon families, communities and public policies. Students interact with mentally retarded adults preparing to seek employment in the community at large. Requires 15 to 20 hours of field work. *Prerequisite: SPED510.* FALL, WINTER.

**SPED 625 Educational Procedures for the Trainable Mentally Handicapped (3)**

Identifies the programming areas and professional procedures required to plan and implement appropriate instructional programs for the moderately to severely mentally retarded. Examines specific federal mandates which assure these individuals the right to individual treatment plans and access to community and public educational systems. Requires 15 to 20 hours of field work. *Prerequisite: SPED620.* FALL, WINTER, SPRING-SUMMER.

**SPED 65A Topics in Special Education: . . . (1)**

Involves experts in special education addressing selected topics of current concern in the field. Discusses implications both for theory and practice. Participants have an opportunity to discuss the topics and, where appropriate, apply the techniques and skills. Offered based upon demand.

**SPED 71A Methods for Meeting the Needs of Special Students in the Classroom (1)**

Designed to assist classroom teachers in identifying slow learners and developing instructional strategies that will facilitate their academic growth and enhance their self-concept. Offered based upon demand.

**SPED 720 Methods of Instruction for the Educable Mentally Handicapped (3)**

Identifies procedures to plan and implement instructional programs for individuals described as functioning in a mildly retarded manner. The emphasis is consistent with a recent federal mandate to initiate instructional planning from predetermined educational goals (IEP). Requires 15 to 20 hours of field work. *Prerequisite: SPED620.* FALL, WINTER, SPRING-SUMMER.

**SPED 724 Characteristics of Behavior Disordered Students (3)**

Explores various definitions, causes, characteristics, treatment, and teaching strategies in the education of students with behavior disorders. Requires 15 to 20 hours of field work. *Prerequisite: SPED510.* FALL, WINTER, SPRING-SUMMER.

**SPED 725 Characteristics of Learning Disabled Students (3)**

Examines the theoretical foundations of learning disabilities and relates the various constructs to such issues as causation, prevention and selection of appropriate psycho-educational means to identify specific learning problems. Additional attention is given to the effects of these individuals upon his or her family community. *Prerequisite: SPED510.* FALL, WINTER, SPRING-SUMMER.

**SPED 744 Methods of Teaching Students with Behavior Disorders (3)**

Studies in greater depth the conditions which initiate and perpetuate inappropriate social behaviors which interfere with learning. Examines various approaches to program planning and implementation for groups as well as for individuals. Requires 15 to 20 hours of field work. *Prerequisite: SPED724.* FALL, WINTER, SPRING-SUMMER.

**SPED 745 Methods of Teaching Learning Disabled Individuals (3)**

Examines the procedures for planning and implementing instructional programs for individuals with specific learning disabilities. Consistent with the federal mandate to initiate instructional planning from predetermined educational goals (IEP). Requires 20 hours of field work. *Prerequisite: SPED725. FALL, WINTER, SPRING-SUMMER.*

**SPED 805 Administration and Supervision of Special Education (3)**

Provides an overview of the functions, responsibilities, and problems in the organization, administration, and supervision of special education programs at the federal, state, and local levels. *Prerequisites: Major in multicategorical special education or educational administration and approval or certification in an area of special education. FALL, WINTER, SPRING-SUMMER.*

**SPED 820 Learning Characteristics of Mildly Handicapped Students (3)**

Investigates the cognitive and psychomotor abilities of students who are learning disabled, behavior disordered, educable mentally retarded. Emphasizes the characteristics of the mildly handicapped. Requires 20 hours of fieldwork. *Prerequisite: SPED510; open to majors only. FALL.*

**SPED 831 Behavioral Characteristics of Mildly Handicapped Students (3)**

Examines the social-affective development across the continuum of behaviors of learning disabled, emotionally disturbed, and educable mentally retarded students. Emphasizes the mildly handicapped. Requires 20 hours of fieldwork. *Prerequisite: SPED820; open to majors only. FALL.*

**SPED 840 Special Education Practicum I (1)**

Participation in tutoring and staffing activities in resource room settings. Requires preparation of a case study and 30 hours of fieldwork. *Prerequisite: SPED846; open to majors only. FALL.*

**SPED 846 Methods for Teaching the Mildly Handicapped (3)**

Investigates advanced methods and teaching techniques for use with learning disabled, behavior disordered, and educable mentally retarded students. Emphasizes the mildly handicapped in the least restrictive educational environment. Examines strategies for curriculum development and writing IEP's. Requires 20 hours of fieldwork. *Prerequisite: SPED831; open to majors only. WINTER.*

**SPED 850 Special Education Practicum II (1)**

Provides advanced professional experience in multidisciplinary staffings and individualized educational plans for exceptional children in multicategorical special education settings. Requires development of individualized educational programs for exceptional children and 30 hours of fieldwork. *Prerequisite: SPED840; open to majors only. WINTER, SPRING-SUMMER.*

**SPED 855 Graduate Seminar on Multicategorical Special Education (4)**

Examines current trends and issues in multicategorical special education. Explores contemporary philosophies of educating mildly handicapped students, instructional alternatives, and service delivery programs. Guides students simultaneously through culminating project. *Prerequisite: SPED846; open to majors only. WINTER.*

**SPED 860 Consultative Techniques for Special Education (3)**

Provides an overview of parent involvement programs and their service components. Reviews the roles and responsibilities of the classroom teacher, ancillary staff, and parents in program development and evaluation. Examines methods and techniques for communicating with parents. Requires 15 hours of field work. *Prerequisite: SPED510. FALL, WINTER, SPRING-SUMMER.*



## Statistics

### STAT 361 Statistics for Management I (3)

Covers the basic topics of applied statistics including the sample mean and variance, random variables, elementary finite probability, the binomial and normal distributions, sampling, point and interval estimation, control charts, and hypothesis testing as they apply in business situations. *Prerequisite:* Intermediate algebra or passing computational examinations. FALL, WINTER, SPRING-SUMMER.

### STAT 362 Statistics for Management II (3)

A continuation of STAT361. Topics covered include analysis of variance, regression, correlation, time series, indexing, nonparametric statistics, bivariate distributions and chi-square tests. Students make extensive use of a statistical computer package in the analysis of data and application of statistical tests as they apply in business situations. *Prerequisite:* STAT361. FALL, WINTER, SPRING-SUMMER.

### STAT 468 Statistics (3)

Provides an introduction to statistics and covers such topics as the standard normal distribution, descriptive statistics, chi-square, t-test, correlational techniques, and one-way analysis of variance. Focuses on analysis of data most often collected by individuals in psychology, education, special education, and other social sciences. FALL, WINTER, SPRING-SUMMER.

### STAT 510 Statistical Process Quality Control (3)

Concentrates on process control relying heavily upon control charts as tools to improve quality and productivity. *Prerequisite:* Algebra or written permission of instructor. Offered based upon demand.

### STAT 52A Advanced Topics in Statistical Process Quality Control (3)

Designed to enable each student to use advanced application techniques of the simple but powerful quality control tools with which the Japanese captured the world markets. Relies heavily upon control chart techniques to handle such situations as tool wear, measurement error, testing for bias and validity of data, etc. *Prerequisite:* STAT510 or equivalent. Offered based upon demand.

### STAT 520 Statistical Methods (3)

A survey for graduate and undergraduate students with sufficient statistical background for professional programs in which basic familiarity with statistics is needed. The topics covered include descriptive statistics, probability, sampling, estimation, hypothesis testing, regression and correlation, analysis of variance and Chi-square. The course is fast paced and intensive. *Prerequisite:* MATH325 or equivalent. FALL, WINTER, SPRING-SUMMER.

### STAT 521 Statistical Methods Laboratory (1)

Introduces the use of statistical analysis packages on the computer. Provides laboratory experiences associated with STAT520. *Prerequisite:* Concurrent enrollment in STAT520. FALL, WINTER, SPRING-SUMMER.

### STAT 530 Multivariate Statistics (3)

Covers a variety of methods for analysis of multivariate data including multiple regression and correlation, canonical correlation, discriminant analysis, multivariate analysis of variance, factor analysis and multicategorical data analysis. Makes use of computer based statistical packages such as MINITAB and SPSS. *Prerequisite:* STAT520, STAT362 or STAT468. Offered in SPRING-SUMMER based upon demand.

### STAT 611 Data Analysis in the Social Sciences Using SPSS (3)

An introduction to accessing and analyzing quantitative data for students in the social and behavioral sciences. Not scheduled to be offered in AY85-86.

### STAT 860 Advanced Statistics in Behavioral Science (3)

Reviews briefly regression analysis and one-way analysis of variance. Focuses on multiple regression and other analyses of variance. *Prerequisite:* STAT468 or equivalent. Offered based upon demand.



# Appendix



## BOARD OF GOVERNORS REGULATIONS

### SECTION IV. C. RESIDENCY

For the purpose of this regulation an "adult" is considered to be a student eighteen years of age or over; a "minor" student is a student under eighteen years of age. The term "the state" means the state of Illinois. Except for those exceptions clearly indicated in this regulation, in all cases where records establish that the person does not meet the requirements for resident status as defined in this regulation the nonresident status shall be assigned.

**Residency Determination** Evidence for determination of residence status of each applicant for admission to the university shall be submitted to the office responsible for admissions at the time of application for admission. A student may be classified at any time by the university upon the basis of additional or changed information. However, if the student is classified in error as a resident student, the change in tuition shall be applicable beginning with the term following the reclassification; if the student is classified in error as a nonresident, the change in tuition shall be applicable to the term in which the reclassification occurs, provided the student has filed a written request for a review in accordance with this regulation.

**Adult Student** An adult, to be considered a resident, must have been a bona fide resident of the state for a period of at least six consecutive months immediately preceding the beginning of any term for which he/she registers at the university, and must continue to maintain a bona fide residency in the state, except that an adult student whose parents (or one of them if only one parent is living or the parents are separated or divorced) have established and are maintaining a bona fide residence in the state and who resides with them (or the one residing in the state) or elsewhere in the state will be regarded as a resident student.

**Minor Student** The residence of a minor shall be considered to be, and to change with and follow:

1. That of the person's parents, if they are living together, or living parent, if one is dead; or
2. If the parents are separated or divorced, that of the parent to whom the custody of the person has been awarded by court decree or order, or, in the absence of a court decree or order, that of the father unless the person has continuously resided with the mother for a period of at least six consecutive months immediately preceding his/her registration at the university, in which latter event the person's residence shall be considered to be that of his/her mothers; or
3. That of the adoptive parents, if the person has been legally adopted and, in the event the adoptive parents become divorced or separated, that of the adoptive parent whose residence would govern under the foregoing rules if that parent had been a natural parent; or
4. That of the legally appointed guardian of the person if the minor resides with such guardian; or

5. That of a "natural" guardian, such as a grandparent, adult brother or adult sister, adult uncle or aunt, or other adult with whom the person has resided and has been supported by for a period of at least six consecutive months immediately preceding his/her registration at the university for any term if the person's parents are dead or have abandoned him/her and if no legal guardian or the person has been appointed and qualified.

**Parent or Guardian** Except as provided in paragraph 10 of this regulation, no parent or legal or natural guardian will be considered a resident of the state unless the parent or guardian (a) maintains a bona fide and permanent place of abode within the state, and (b) lives within the state, except when temporarily absent from the state, with no intention of changing his/her legal residence to some other state or country.

**Emancipated Minor** If a minor has been emancipated, is completely self-supporting, and actually resides in the state, the minor shall be considered to be a resident even though his/her parent or guardian may reside outside the state. An emancipated minor who is completely self-supporting shall be considered to "actually reside in the state of Illinois" if he/she has maintained a dwelling place within the state uninterrupted for a period of at least twelve consecutive months immediately preceding the beginning of any term for which he/she registers at the university. Marriage or active military service shall be regarded as effecting the emancipation of minors, whether male or female, for the purposes of this regulation. An emancipated minor whose parents (or one of them if only one parent is living or the parents are separated or divorced) have established and are maintaining a bona fide residence in the state and who resides with them (or the one residing in the state) or elsewhere in the state will be regarded as a resident student.

**Marriage of Students** If a resident student marries a nonresident, then the resident student shall continue to be classified as a resident unless the student requests reclassification to a nonresident status.

If a nonresident student marries a resident, then the nonresident student shall continue to be classified as a nonresident unless the student executes a declaration of residency, in such form as may be prescribed by the office responsible for admissions, and requests reclassification to resident status.

**Persons Without United States Citizenship** A person who is not a citizen of the United States of America, to be considered a resident must have permanent resident status or must hold "refugee-parolee" or "conditional entrant" status with the United States Immigration and Naturalization Service and must also meet and comply with all of the other applicable requirements of this regulation to establish resident status.

**Armed Forces Personnel** A person who is actively serving in one of the Armed Forces of the United States and who is stationed and present in the state in connection with that service and submits evidence of such service and station, as well as such person's spouse and dependent children, shall receive a waiver of the nonresident portion of tuition as long as such person remains stationed and present in Illinois and the spouse or dependent children of such person also live in the state. If such a person is transferred to a post outside the continental United States, but such person or the spouse and/or dependents of such person remain(s) registered at the university then such waiver shall continue until such time as the person in service is stationed in another state within the continental United States.

**Minor Children of Parents Transferred Outside U.S.** The minor children of persons who have resided in the state for at least twelve consecutive months immediately prior to a transfer by their employers to some location outside the United States shall be considered residents. However, this shall apply only when the minor children of such parents enroll in the university within five years from the time their parents are transferred by their employer to some location outside the United States.

**Staff Members of the University, Allied Agencies, and Faculties of State Supported Institutions in Illinois** Staff members of the university and of allied agencies, and faculties of state supported institutions of higher education in Illinois, holding appointment of at least one-quarter time, and their spouses and dependent children, shall be treated as residents.

**Teachers in Public and Private Illinois Schools** Teachers in the private and public elementary and secondary schools in Illinois shall, if subject to the payment of tuition, be assessed at the resident rate during the term in which the staff member or teacher holds such an appointment at least one-quarter time. This privilege also extends to the summer session or off-term vacation immediately following the term for which such appointment was effective.

**Definition of Terminology** To the extent that the terms "bona fide residence," "independent," "dependent," and "emancipation," are not defined in this regulation, definitions shall be determined by according due consideration to all of the facts pertinent and material to the question and to the applicable laws and court decisions of the state of Illinois.

Voter registration, filing of tax returns, proper license and registration for the driving or ownership of a vehicle, and other such transactions may verify intent of resident in a state. Neither length of university attendance or continued presence in the university community during vacation period shall be construed to be proof of Illinois residence.

The term "staff member" as used in this regulation shall mean a person appointed to an established position for a specific amount of time at a salary commensurate with the percentage of time required, under an appointment requiring service for not less than three-fourths of the term. The term "staff member" as defined herein shall not apply to persons employed on an hourly basis in either an academic or nonacademic capacity, nor to persons on leave without pay. Persons appointed to established civil service positions, whose rate of pay is determined by negotiation or prevailing rates, shall not be considered as being paid on an hourly basis.

**Procedure for Review of Residency Status** A student who takes exception to the residency status assigned and/or tuition assessed shall pay the tuition assessed but may file a claim in writing to the director of admissions for a reconsideration of resident status and/or an adjustment of the tuition assessed. The written claim must be filed within thirty calendar days from the date of assessment of tuition or the date designated in the official university calendar as that upon which instruction begins for the academic period for which the tuition is payable, whichever is later, or the student loses all rights to a change of status and/or adjustment of the tuition assessed for the term in question. If the student is dissatisfied with the ruling in response to the written

claim made within said period, the student may appeal the ruling by filing a written appeal with the office responsible for admissions within twenty days of receipt of notice of ruling. Such written appeal shall be forwarded by the office responsible for admissions to board legal counsel, who shall consider all evidence submitted in connection with the case and render a decision which shall be final.

## POLICY ON CREDIT THROUGH EVALUATION OF PRIOR EXPERIENTIAL LEARNING (CEEL)

### Purpose

The purpose of this policy is to provide a process whereby students may obtain college credit for prior experiential learning that can be equated to college coursework.

### Policy

#### I. EXPERIENTIAL LEARNING ASSESSMENT

- A. Prior experiential learning may be determined to be equivalent to credit earned for college courses based on documentation of:
  1. Satisfactory performance on formal or professionally-normed examinations (e.g., College Level Examination Program—CLEP, Proficiency Examination Program—PEP, military proficiency tests, etc.);
  2. Satisfactory completion of established training or certification programs (e.g., American Council of Education: *Guide to Education in Non-Collegiate Organizations*); or
  3. The acquisition of knowledge and skills which approximate the content and outcomes of college courses.
- B. The assessment of prior experiential learning shall be conducted through the Office of Assessment and shall consist of a process for the evaluation and review of the documentation presented in support of the experiential learning which minimally includes:
  - individual faculty with expertise in the areas in which credit is being sought;
  - the respective collegial committee responsible for assessing CEEL packages;
  - the university-wide CEEL Review Committee;
  - the director of assessment; and
  - the provost (or designee).

- C. Individuals having documented experiential learning which can be equated to college courses after appropriate evaluation and review by faculty will be awarded credit by the colleges subject to the approval of the provost and the conditions of this policy.
- D. Academic credit for (the same) experiential learning may be awarded only once.
- E. Only after a student has been admitted to and enrolled in a degree program will credit approved through the CEEL process be recorded on his/her transcript. Credit will be recorded by the end of the trimester in which credit was awarded and the enrollment condition satisfied.

## II. APPLICATION OF CEEL CREDIT TOWARD REQUIREMENTS

Credit awarded for prior experiential learning may be applied toward admission and/or degree requirements within the limits specified below for undergraduate and graduate levels. Subject to the approval of the provost, colleges may establish further restrictions on the application of credit awarded through the CEEL process.

### A. Undergraduate Level

1. **Admission Requirements:** Only five percent (5%) of the total undergraduate admissions for any trimester may be admitted through the application of credit awarded through the CEEL process. Applicants may use credit awarded through the CEEL process to meet, in whole or in part, the university requirement of 60 credit hours for admission. Applicants who, after evaluation of prior experiential learning, are not eligible for admission to the university will have a record of the evaluation kept on file. No credit will be awarded, however, until such time as they become eligible for admission, are admitted to and enroll in a degree program.
2. **Degree Requirements:** A student may apply credit awarded through CEEL to the degree requirements specified on his/her study plan subject to the approval of his/her advisor and collegial policies.

### B. Graduate Level

1. **Special Admission for Applicants Without a Bachelor's Degree:** Up to one percent (1%) of the total graduate admissions for any trimester may be admitted, through the application of credit awarded through the CEEL process, to graduate degree programs with permission of the appropriate dean and of the provost. Such applicants will apply directly to collegial graduate degree programs and will be admitted if the credit awarded through the CEEL process are judged equivalent to those required of a baccalaureate degree holder.



2. **Degree Requirements:** Only five percent (5%) of the total graduate students for any trimester may be awarded credit through the CEEL process. A student may apply a maximum of eight credit hours awarded through CEEL to the degree requirements specified on his/her study plan subject to the approval of his/her advisor and collegial policies.

### C. Residency

Credit awarded through the CEEL process may not be used to meet the university residency requirement of 24 credit hours.

## GRADING POLICY

At the completion of the work for a course, a letter grade will be determined by the instructor. The method(s) of evaluation shall be described in the course syllabus.

The following letter grades shall be used:

- A = Superior performance
- B = Above average performance
- C = Average performance
- D = Marginal performance
- S = Satisfactory progress on an ongoing thesis/project but work not yet completed.\*
- F = Failure
- P = Pass

NC = No credit earned in a course taken under the pass/no credit grading option.

Other codes may be used to identify the status of the student in the course.

- W = Student initiated withdrawal
- X = Administrative withdrawal
- I = Incomplete
- E = Extended incomplete
- M = Grade missing at time of processing
- R = Repeated course
- V = A student may register as a "visitor" to a class during the add/drop period upon paying the required fee. The registration will not appear on the transcript. Registration requires instructor approval. All attendance and work is voluntary.

Degree programs may request to use the pass/no credit grading option for all students for a specific course if the giving of grades can be demonstrated as a problem for the learning environment. The request must be approved by a university-wide committee as designated by the governance system. These courses will not be included in the grade point average computation.

\*NOTE: The "S" grade is no longer used.

An undergraduate degree-seeking student may choose to take a graded course on a pass/no credit basis only if the course is an elective in the student's degree program. The maximum number of elective hours which may be taken on the pass/no credit basis is twelve (12). A graduate student may not elect the pass/no credit grading option for regularly graded courses which are used to fulfill any degree requirements. Grades shall be given by the instructor for students selecting this option and permanently recorded by the Registrar's Office. However, the grade will not be entered on the student's transcript but will be available if the student transfers to another degree program in which a grade is required. Courses taken on a pass/no credit option will not be included in the grade point average computation.

Any student wishing to change his/her grading option for a course(s) must do so by the end of the add/drop period for the trimester in which the course(s) is(are) offered.

The completion of coursework shall be within the following limits:

**Incomplete**—Upon written request by a student, an instructor may assign a grade of incomplete (I) to a student provided that reasons for the noncompletion of the coursework are acceptable to the instructor. The time allowed for completing unfinished coursework will be determined by the instructor but will not go beyond the twelfth week of the subsequent trimester.

**Extension of Incomplete**—A student may petition the instructor in writing for an extension of time beyond the time allotted by the instructor for the completion of unfinished work. An extension on the basis of extenuating circumstances beyond the student's control and/or for valid academic reasons may be recommended by the instructor subject to the dean's approval. The extension shall not go beyond the twelfth week of the subsequent trimester.

To be eligible for graduation, all grades of incomplete (I or E) must be removed by the graduation processing date.

After the deadline for submitting work has passed, an incomplete (I) or an extended incomplete (E) will become an "F" for graded courses and an "NC" (no credit) for pass/no credit courses.

Once a grade has been recorded on the student data base, additional work cannot be submitted to raise the grade. Furthermore, once a grade has been recorded by the registrar corrections may be made only as the result of either:

1. a formal grievance proceeding completed within the timelines set forth in the university grievance procedures; or
2. a grade correction petition approved by the faculty member, division chairperson, dean and provost and filed with the Registrar on or before the end of block 2 of the trimester subsequent to that in which the erroneous grade was given.

A student may reregister for a course. Upon completion of a repeated Governors State University course and upon filing a request with the registrar, the transcript will reflect the most recent grade for the course which will be included in the grade point average computation; grades for prior attempts will be replaced by an "R."

A graduate student must maintain a "B" (3.0) average to be in good standing. An undergraduate student must maintain a "C" (2.0) average to be in good standing. The academic standing shall be determined three times a year, after the deadlines for submission of grades for each trimester. Students cannot graduate if not in good standing. A student not in good standing for two consecutive trimesters, while enrolled, shall be suspended for academic reasons for one year. The grade point average will be computed on the basis of A = 4, B = 3, C = 2, D = 1, and F = 0 only. These grades will be used to compute the grade point average.

An official transcript lists all coursework registered for, corresponding grades or status, and grade point average. Students who graduated prior to September 1979 or who have been continually enrolled since Spring/Summer 1979 may request a transcript listing only coursework completed.

## WITHDRAWAL POLICY

### 1. Official Withdrawal from Courses

- A. A student may officially withdraw from any or all course(s) through the end of the 10th week of classes for any block 1 course or through the end of the 5th week in any block 2 or block 3 course by completing the official GSU withdrawal form, which must be submitted to the Registrar's Office on or before the specified deadlines. Specific dates for official withdrawal are to be published in the *University Catalog* and in each trimester's *Schedule of Classes and Information Bulletin*.
- B. The registrar may officially withdraw a student from any or all courses consistent with established Board of Governors Regulations and University policies.

### 2. Academic Record

Official withdrawals will not be included in calculating a student's cumulative grade point average or academic good standing.

### 3. Refunds and Procedures

Official student or university withdrawals will be subject to the university's tuition refund policy and withdrawal procedures, which are to be stated in the *Catalog* and *Schedule of Classes and Information Bulletin*.

### 4. Deadline for Withdrawals

No withdrawals will be accepted after the specified deadlines, unless approved by the registrar. A student must petition for exception in writing to the registrar. In the event the appeal is rejected, the student may appeal to the appropriate collegial dean/director.

## PROCEDURES FOR WITHDRAWAL FROM COURSES

### Student Initiated Withdrawal from Courses

1. The request for withdrawal must be made in writing by the student by completing the withdrawal form available in the Registrar's Office.

2. Such withdrawals will appear on the student's academic record as "W."
3. A student receiving any form of financial aid who withdraws from a course(s) (partial or total withdrawal) must see a representative of the Office of Financial Aid for a review of his/her award.
4. A student who totally withdraws from all courses must have an exit interview with a designated representative of the Student Development Office. A student receiving any form of financial aid or who has an outstanding indebtedness with the University must also have an exit interview with a representative of the Business Office.

#### University Initiated Withdrawal from Courses

1. The Registrar may withdraw a student from all courses for nonpayment of tuition and fees, written and verified notification of illness, disciplinary reasons, and for other reasons within established university policy.
2. The Registrar's Office will notify the Student Development Office, Business Office, Financial Aid Office, and faculty member(s) of the withdrawal as appropriate. The appropriate offices will contact the student regarding the withdrawal.
3. Such withdrawals will appear on the student's academic record as "X" (administrative withdrawal) and with an appropriate message, e.g., cancellation for nonpayment of fees.
4. Administrative withdrawals (X's) do not appear on the official transcript.

## UNIVERSITY POLICY AND PROCEDURES ON STUDENT RECORDS

The Family Educational Rights and Privacy Act of 1974 was signed into law by the president of the United States effective November 19, 1974. This federal law states that a written institutional policy must be established and a statement of adopted procedures covering the privacy rights of currently enrolled students be made available.

Governors State University wishes to comply fully with this law and, therefore, accords every student all the rights described under the Family Educational Rights and Privacy Act of 1974.

1. No one outside of Governors State University shall have access to nor will this institution disclose any information from a student's education record without the written consent of the student, except to authorized personnel within the institution, to persons or organizations providing financial aid, to accrediting agencies carrying out their accreditation function, to persons in an emergency in order to protect the health or safety of a student or other persons, to officials of other institutions in which the student seeks to enroll, and to persons in compliance with a judicial order. All of the above listed exceptions are permitted under the Family Educational Rights and Privacy Act.

#### Procedure

- A. When Governors State University receives a request for disclosure of the education record from officials of other institutions in which the student wishes to enroll or in compliance with a judicial order or a lawfully issued subpoena, the student will be notified of such a request by mail at his/her last known address. ("Notice of Release of Student Record"/FERP-7.)
  - B. When in the absence of a signed release from the student, any person, agency or firm, other than the previously listed exceptions, requests disclosure of any student's education record, the requester must file a formal request ("Request for Release of or Access to Student Records"/FERP-2). The Registrar's Office will forward a copy of the Request for Release of a Student Record to the student at his/her last known address. The Registrar's Office will withhold action on the request until the student replies to the request. ("Consent or Denial of Request for Release of Student Record"/FERDP-3.) Upon receiving written instructions from the student, the Registrar's Office will communicate with the requestor. When any person, agency or firm presents a signed release from the student allowing disclosure of information to the bearer, then the Registrar's Office will release the education record without notification to the student.
2. Within the Governors State University community only those members, individually or collectively, acting in the student's educational interest, are allowed access to the student's education record. These include members from the following units: Office of the Vice President for Academic Affairs, Office of Admissions, Registrar's Office, Office of Financial Aid, appropriate collegial and program personnel, and other university personnel within the limitation of their need to know.
  3. Directory information pertaining to individual students may be released by Governors State University at the discretion of the Registrar's Office. Governors State University includes only the following in the category of directory, or public, information: name, address, major field of study, participation in officially recognized activities, dates of attendance, and degrees and awards received.

A definition of directory of public information shall appear in the *Governors State University Catalog*. Directory information shall never knowingly be disclosed for commercial purposes.

#### Procedure

- A. All requests for disclosure of directory information must be made in person or in writing to the Registrar.
- B. During registration, students are given an opportunity to notify the Registrar that they do not want any directory information disclosed without prior written consent ("Request to Prevent Disclosure of Directory Information"/A&R Form 412). The request for nondisclosure of directory information will be honored by the university until otherwise notified by the student in writing.



4. Governors State University students have the right to physically inspect and review the information contained in their education records. The review must be done in the presence of a university representative. Request for review must conform to the policies and procedures as established by Governors State University (and where necessary, interpretation of the education record can be provided by appropriate qualified university personnel). Original records may not be removed from any office where they are maintained.

#### Procedure

- A. Governors State University maintains the education record in the Registrar's Office, the College of Business and Public Administration, the College of Arts and Sciences, the College of Education, the College of Health Professions, the Board of Governors Degree office, and the dean of Student Affairs and Services Office.
  - B. Students wishing to review their education records must present identification to the registrar, to the appropriate dean or director. ("Request to Inspect and Review Student Records"/FERP-1.) Only records covered under the Family Educational Rights and Privacy Act will be made available as soon as possible but not later than forty-five calendar days following the request.
  - C. Students may have copies made of their education record as permitted by law; however, certified copies will be provided only if there are no administrative holds on their record. Copies will be made at the student's expense at the current rates established by the university.
5. Exceptions
    - A. Students may not inspect and review the following elements of the education record: financial information submitted by their parents; confidential letters and/or recommendations associated with admissions, assessment of experiential learning, employment or job placement, or honors to which the student has waived his right of inspection and review; or an education record containing information about more than one student, in which case the institution will permit access only to that part of the record which pertains to the inquiring student. Students are not permitted to inspect and review confidential letters of recommendation placed in the education record prior to January 1, 1975 (provided they have not been used for purposes other than for which they were collected).
    - B. The education record does not include records of institutional, administrative, and educational personnel, which are the sole possession of the maker and not disclosed or revealed to any other individual except a temporary substitute, records of the Department of Public Safety, student health records, employment records, or alumni records.
  6. A student has the right to challenge the education record on the grounds that its contents are inaccurate, misleading, or otherwise in violation of his/her privacy or other rights.



### Procedure

To initiate a challenge to the education record, the student shall, within sixty days after he/she has inspected and reviewed the record in question for the first time, file with the university office responsible for maintaining such records, a written request for a hearing or correction, on the form specified by the university and provided by the Registrar's Office ("Request for Hearing on or Correction to Student Record"/FERP-4). Within thirty days following receipt of such a request the head of said unit, or his designated representative, shall review the records in question and either (1) order the correction or deletion to the inaccurate, misleading, or otherwise inappropriate data as specified in the request, or (2) notify the student of the right to a hearing at which the student and other persons directly involved in the establishment of the record shall have an opportunity to present evidence to support or refute the contention that the data specified in the request is inaccurate, misleading, or otherwise inappropriate. The student shall be given written notice ("Notice of Hearing on, or the Correction of Student Record"/FERP-5) of the unit head's decision; and if a hearing is necessary, the student shall be notified not less than ten days in advance. The student shall have the right to attend the hearing, be represented by another person, including a lawyer at the student's expense, and to call witnesses in his/her behalf. The student shall be notified in writing ("Notice of Decision in Hearing on Student Record"/FERP-6) of the decision within ten days following the hearing. Such decisions are final.

If the decisions are unsatisfactory to the student, the student may place in the education record statements commenting on the information in the records, or statements setting forth any reasons for disagreeing with the decisions of the hearing panels. The statements will be placed in the education record, maintained as part of the student's record and released whenever the record in question is disclosed.

Students who believe that the procedures relating to adjudications of their challenges were unfair, or not in keeping with the provisions of the Act, may request, in writing, assistance from the president of Governors State University. Further, students who believe that their rights have been abridged, may file complaints with the Family Educational Rights and Privacy Act Office (FERPA), Department of Education, Washington, D.C. 20201, concerning the alleged failures of Governors State University to comply with the Act.

## SEXUAL HARASSMENT POLICY

As part of the university's affirmative action plan to ensure equal education and employment opportunity, the following sexual harassment policy has been adopted.

### Definition

Sexual Harassment: any unwelcome sexual advance, request for sexual favors, and other verbal or physical conduct of a sexual nature when:

- A. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education;

- B. Submission to or rejection of such conduct by an individual is used as a basis for academic or employment decisions affecting that individual; and
- C. Such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating an intimidating, hostile, or offensive employment, educational, or living environment.

#### Policy

Governors State University will not tolerate sexual harassment of students or employees and will take action to provide remedies when such harassment is discovered. The university environment must be free of sexual harassment in work and study.

In order to eliminate sexual harassment, the university will distribute this policy to all units of the institution and will process complaints in the manner set forth below. Where sexual harassment is found to exist, appropriate disciplinary action will be taken.

#### Procedures

##### A. Consultation

Individuals who believe they have been sexually harassed may seek the counsel of a number of university units or offices. Each of these counseling sources can discuss alternatives, provide information, and act as a referral source to other units and offices. *All discussions will be confidential.*

1. Women's Resource Center
2. Student Counseling Center
3. Deans, Division Chairpersons, Director of Personnel
4. Affirmative Action Officer

##### B. Conciliation

In addition to providing advice and information, the deans, division chairpersons, director of personnel, and affirmative action officer may undertake conciliation in an effort to resolve the complaint.

##### C. Using the Grievance Process

If individuals desire to pursue resolution of the matter beyond the conciliation stage, they should utilize appropriate and existing grievance procedures for claims of discrimination. The following guidelines apply:

1. The University Professionals of Illinois campus representative will receive complaints from the faculty members in the UPI bargaining unit in accordance with the provisions of the grievance procedure specified by the UPI collective bargaining agreement.
2. The director of personnel will receive complaints from civil service employees who are not members of a bargaining unit in accordance with the provisions of the Civil Service Grievance Procedures.
3. The director of personnel will advise civil service employees who are members of a bargaining unit on the submission of complaints in accordance with the provisions of the appropriate collective bargaining agreement.

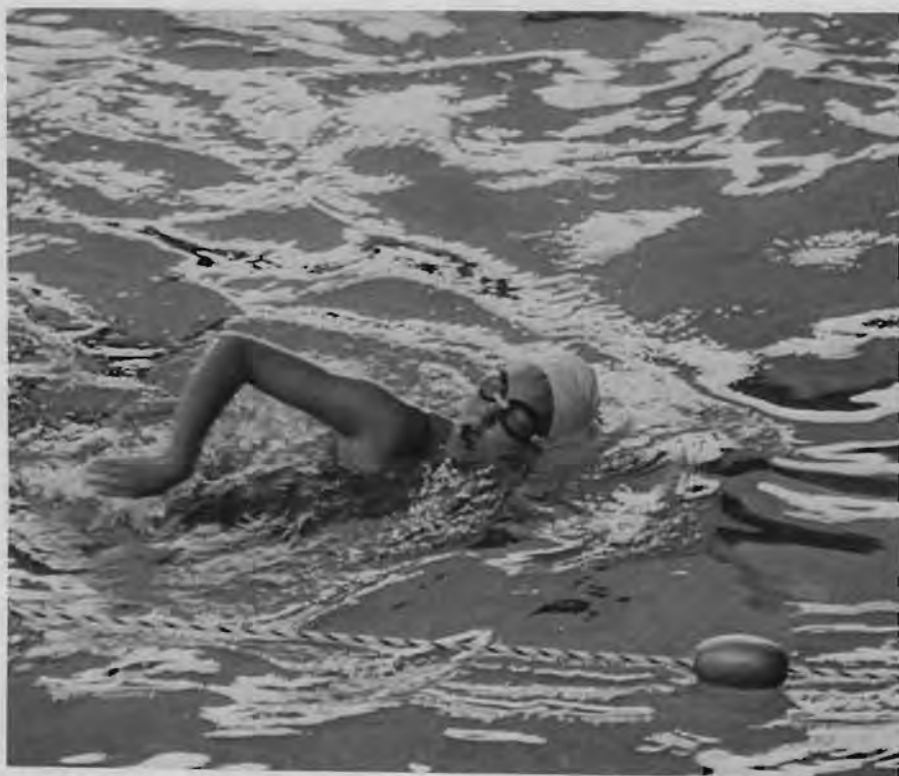
4. The appropriate vice president will receive complaints from administrative and professional employees in accordance with the provisions of the Professional Grievance Procedures.
5. The dean of student affairs and services will receive complaints from students in accordance with the provisions of the Student Grievance Procedures.
6. The affirmative action officer will receive complaints from individuals not covered by paragraphs 1 through 5 above.

#### Sanctions and/or Disciplinary Action

The university will take disciplinary action if, as a result of the complaint process described above, it is determined that sexual harassment has occurred. Disciplinary action shall include (but shall not be limited to) counseling, written reprimand, transfer, modification of duties, demotion, suspension without pay, and termination of employment.

#### Coordination and Implementation

Academic and nonacademic administrators work with the affirmative action officer to assure compliance with the provisions of the policy. Inquiries should be directed to affirmative action officer.



# Professional and Administrative Staff



Joseph B. Addison  
University Professor of Physical  
Science, CAS  
B.S., University of New Brunswick, 1972  
Ph.D., University of New Brunswick, 1976

David Ainsworth  
Coordinator of Instructional  
Development, ICC  
University Professor of Instructional  
Communications, ICC  
M.A., University of St. Andrews, 1961  
Ph.D., University of Southern California,  
1970

Esthel Allen  
Assistant to the President  
B.A., Olivet College, 1965  
M.A., Governors State University, 1972  
J.D., University of California, (Berkeley)  
1984

Jane Andringa  
Lecturer, CE  
B.A., University of Chicago, 1962  
M.A., Chicago State University, 1975  
C.A.S., National College of Education,  
1983

Timothy P. Arr  
Assistant Director, Business Operations  
and Material Management, BO  
B.A., University of Dallas, 1972

Teresa Barrios-Aulet  
University Professor of Latin  
American Literature, CAS  
B.A., University of Illinois (Chicago), 1970  
M.A., University of Illinois (Chicago), 1974

Gerald C. Baysore  
Associate Vice President, Institutional  
Research and Planning, A&P  
University Professor of Human Learning  
and Development, CE  
B.A., Dakota Wesleyan University, 1962  
M.A., University of Denver, 1963  
Ed.D., University of Denver, 1971

Ralph Bell  
University Professor of Health  
Administration, CHP  
B.A., University of South Florida, 1975  
M.A., University of Illinois (Chicago), 1977  
Ph.D., University of Illinois (Chicago),  
1981

Alan L. Bennett  
Coordinator, Institutional Research, A&P  
B.S., Elmhurst College, 1965  
M.A., Northern Illinois University, 1970

Randy Berger  
Research Associate, CBPA  
B.S., Southern Illinois University, 1984

Daniel W. Bernd  
University Professor of English, CAS  
B.A., Stanford University, 1949  
M.A., University of Nebraska, 1957  
Ph.D., University of Nebraska, 1962

Mary Bernd  
Continuing Education Coordinator, SP&CE  
B.A., Mount Holyoke College, 1963

Jean Bernstein  
Lecturer, CE  
B.A., University of Iowa, 1947  
M.A., University of Chicago, 1962

Marie Bertz  
Research Associate, CHP  
B.E., Mary Rogers College, 1954  
M.H.S., Governors State University, 1981

Gregory Blevins  
University Professor of Alcoholism  
Science, CHP  
B.S., Western Michigan University, 1970  
M.A., Western Michigan University, 1974  
Ph.D., Western Michigan University, 1979

Jay W. Boersma  
University Professor of Photography, CAS  
B.A., Columbia College, 1973  
M.F.A., Rhode Island School of Design,  
1976

William Boline  
University Professor of Social Work  
Education, CHP  
B.S., Kentucky State University, 1964  
M.S.W., University of Illinois, 1967

Mary Bookwalter  
Lecturer, CAS  
B.S.E., Emporia State University, 1966  
M.A., Eastern Illinois University, 1982  
M.F.A., Northern Illinois University, 1984

Frank Borelli  
Dean, Student Affairs and Services  
B.A., University of Minnesota  
(Duluth), 1961  
M.S.Ed., Southern Illinois University, 1963  
Ed.D., Northern Illinois University, 1980

Arthur Bourgeois  
Chairperson, Division of Fine and  
Performing Arts, CAS  
University Professor of Art History, CAS  
B.S., Wayne State University, 1971  
M.A., Wayne State University, 1972  
Ph.D., Indiana University, 1979

- Ronald L. Brubaker  
Dean, College of Arts and Sciences  
University Professor of Physical  
Science, CAS  
B.A., Cornell College, 1960  
M.A., Princeton University, 1962  
Ph.D., Princeton University, 1966
- Elizabeth L. Brutvan  
University Professor of Health  
Science, CHP  
B.S., Ohio State University, 1969  
M.Ed., University of Cincinnati, 1973  
Ed.D., Loyola University of Chicago, 1981
- Jo Ann Buckley  
Catalog Librarian, UL  
University Professor of Library Science, UL  
B.A., University of California, 1972  
M.A., DePaul University, 1974  
M.L.S., University of Denver, 1977
- Richard Burd  
Professional Photographer, ICC  
University Professor of Photography, ICC  
B.S., University of Michigan, 1965  
M.S., Illinois Institute of Technology, 1970
- David R. Burgest  
University Professor of Social Work, CHP  
B.A., Paine College, 1965  
M.S.W., Wayne State University, 1968  
Ph.D., Syracuse University, 1974
- Virginia Burghardt  
Executive Coordinator of Alumni Relations  
B.A., Governors State University, 1981
- Thomas Call  
Acting Director, Business Operations  
B.S., University of Maryland, 1961  
M.A., Governors State University, 1973
- Dominic Candeloro  
Continuing Education Coordinator, SP&CE  
B.A., Northwestern University, 1962  
M.A., University of Illinois, 1964  
Ph.D., University of Illinois, 1970
- Edwin D. Cehelnik  
Chairperson, Division of Science, CAS  
University Professor of Physical  
Science, CAS  
B.S., Villanova University, 1968  
Ph.D., Pennsylvania State University, 1971
- Lisa Chang  
University Professor of Education, CE  
B.S., Taiwan Normal University, 1967  
Ed.M., State University of New York, 1971  
Ph.D., Cornell University at Ithaca, 1979
- Wellington Chang  
Lecturer, CAS  
B.S., Aviation Industrial School (China),  
1971  
A.A.S., County College of Morris (New  
Jersey), 1983  
M.S., Polytechnic Institute of New York,  
1985
- Chong-Tong Chen  
University Professor of Accounting, CBPA  
B.S., Taiwan Provincial Chung Hsing  
University, 1960  
M.S., Taiwan Provincial Chung Hsing  
University, 1964  
Ph.D., University of Illinois, 1972  
C.P.A., University of Illinois, 1981
- John T. Cirn  
University Professor of Health  
Administration, CHP  
A.B., Georgetown University, 1968  
M.A., University of Wisconsin, 1970  
Ph.D., University of Wisconsin, 1978
- Barbara Clark  
Director, Personnel  
B.A., Governors State University, 1976
- Clementine M. Coleman  
Chairperson, Division of Health and  
Human Services, CHP  
University Professor of Medical  
Technology, CHP  
Educational Coordinator for Medical  
Technology Curriculum, CHP  
B.S., Roosevelt University, 1964  
M.A., Governors State University, 1974
- Burton Collins  
Associate Dean, Student Development  
B.A., Langston University, 1963  
M.A., Governors State University, 1974
- Carolyn Conrad  
University Professor of Communication  
Disorders, CHP  
B.A., Roosevelt University, 1963  
M.A., Governors State University, 1975
- Judith Ann Cooney  
University Professor of Psychology and  
Counseling, CE  
B.S., Indiana University, 1964  
M.S., Indiana University, 1967  
Ed.D., Indiana University, 1978
- Sarah A. Crawford  
Registrar  
B.A., Purdue University, 1974  
M.S., Purdue University, 1976  
Ph.D., Loyola University of Chicago, 1984



David R. Crispin  
University Professor of Psychology, CE  
B.A., Oberlin College, 1951  
M.Ed., Temple University, 1956  
Ed.D., Temple University, 1963

Lowell W. Culver  
University Professor of Public Service,  
CBPA  
B.A., California State University, San  
Diego, 1954  
M.A., University of California, Los  
Angeles, 1957  
Ph.D., University of Southern California,  
1967

David V. Curtis  
Provost/Vice President for Academic  
Affairs  
B.A., University of California, 1963  
M.A., University of Denver, 1965  
Ph.D., Stanford University, 1972

Robert Q. Dana  
Lecturer, CHP  
B.A., University of Maine, 1980  
Ed.M., Boston University, 1981  
Ed.D., Vanderbilt University, 1984

Karen D'Arcy  
University Professor of Analytical  
Chemistry, CAS  
B.A., University of Northern Colorado,  
1979  
Ph.D., Portland State University, 1984

Tommy Dascenzo  
Director, Student Activities  
A.A., Olive Harvey College, 1971  
B.A., Governors State University, 1973  
M.A., Governors State University, 1976

Jagdish Dave'  
Lecturer, CE  
B.A., Bombay University, India, 1946  
B.Ed., Gujarat University, India, 1954  
M.Ed., Gujarat University, India, 1956  
M.A., University of Chicago, 1960  
Ph.D., University of Chicago, 1964

Thomas E. Deem  
Coordinator, Community College Relations  
University Professor of Educational  
Administration, CE  
B.N.S., College of the Holy Cross, 1945  
B.S., Indiana University, 1948  
M.S., Purdue University, 1954  
Ed.D., University of Illinois, 1969

Clark Deffler  
Director, Financial Aid  
B.A., Colorado State College, 1961  
M.A., Western Kentucky University, 1965

Michael Dimitroff  
University Professor of Psychology, CE  
A.B., Indiana University, 1966  
M.S., Indiana University, 1971  
Ph.D., Purdue University, 1975

Louise W. Diodato  
Librarian, UL  
University Professor of Library Science, UL  
B.S., Ball State University, 1976  
M.L.S., Ball State University, 1977  
C.A.S., University of Illinois, 1981

William H. Dodd  
Executive Director for University  
Advancement  
B.A., Loyola University (Chicago), 1958  
M.A., Loyola University (Chicago), 1959  
Ph.L., Loyola University (Chicago), 1960  
S.T.L., Bellarmine School of Theology,  
1967

Margaret Donahue  
Director of Conferences and  
Workshops, SP&CE  
B.A., Governors State University, 1980

Robert Donaldson  
University Professor of Public  
Administration, CBPA  
B.S., Florida A&M University, 1963  
M.P.A., Roosevelt University, 1973  
M.Ph., Roosevelt University, 1973  
Ed.D., Western Michigan University, 1977

Clifford J. Eagleton  
University Professor of Education, CE  
B.S., Bradley University, 1958  
M.S., Northern Illinois University, 1965  
Ed.D., American University, 1973

Constance L. Edwards  
University Professor of Nursing, CHP  
B.S.N., Tuskegee Institute, 1966  
M.S., University of Colorado, 1970

Richard H. Finkley  
Acting Assistant Dean, CBPA  
Chairperson, Division of  
Accounting/Finance, CBPA  
University Professor of Business Law,  
CBPA  
B.S., Southern Illinois University, 1972  
J.D., University of Texas, 1975  
M.B.A., Southern Illinois University, 1977

Gary E. Fisk  
University Professor of Television, ICC  
B.S., Colorado State University, 1966  
M.A., Michigan State University, 1969

William Flodin  
University Professor of Business  
Administration, CBPA  
B.A., Knox College, 1955  
M.B.A., University of Wisconsin, 1959  
Ed.D., Northern Illinois University, 1969

Michael Foley  
Director of Physical Plant  
B.A., Governors State University, 1980  
M.A., Governors State University, 1981

Carolyn M. Fraser  
University Professor of Nursing, CHP  
B.S.N., DePaul University, 1959  
M.S.N., DePaul University, 1963

Melvyn N. Freed  
University Professor of Educational  
Administration, CE  
B.A., University of Missouri at Kansas City,  
1959  
M.S., Southern Illinois University, 1962  
Ph.D., Southern Illinois University, 1965

Lawrence D. Freeman  
Dean, College of Education  
University Professor of Education, CE  
B.A., North Park College, 1962  
M.A., University of Nebraska, 1964  
Ph.D., University of Nebraska, 1968

Donald Fricker  
Lecturer, CBPA  
B.A., Southern Illinois University, 1978  
M.B.A., Illinois Institute of Technology,  
1984

Edna Fry  
Lecturer, CBPA  
B.S., Illinois State University, 1969  
M.B.A., Governors State University, 1984

Burgess Gardner  
University Professor of Music, CAS  
B.S., Jackson State University, 1957  
M.M., Roosevelt University, 1963  
M.A., Michigan State University, 1978  
Ph.D., Michigan State University, 1977

Donna Gellatly  
University Professor of Health  
Administration, CHP  
B.S., DePaul University, 1969  
M.B.A., DePaul University, 1972  
C.P.A., State of Illinois, 1973

Efraim Gil  
University Professor of Environmental  
Planning, CBPA  
B.A., San Jose State University, 1964  
M.C.P., University of Cincinnati, 1966  
Ph.D., University of Illinois, Chicago  
Circle, 1981

Temmie Gilbert  
Lecturer, CAS  
B.A., University of Michigan, 1944  
M.A., Governors State University, 1973

Elisabeth Glascoff  
Documents Librarian, UL  
University Professor of Library Science, UL  
B.A., University of Wisconsin, 1965  
M.A.L.S., University of Wisconsin, 1966  
Certificate of Advanced Study in  
Library Science, University of Chicago,  
1980

Beverly J. Goldberg  
Research Associate, CBPA  
B.S., Northwestern University, 1951  
M.S., Governors State University, 1977

O.W. Goldenstein  
University Professor of Criminal Justice,  
CBPA  
B.A., Carthage College, 1959  
B.D., Chicago Lutheran Theological  
Seminary, 1962  
M.S., Southern Illinois University, 1972  
Ph.D., Union Graduate School, 1979

Leo Goodman-Malamuth II  
President  
B.A., University of Southern California,  
1947  
M.A., University of Southern California,  
1948  
Ph.D., University of Southern  
California, 1956

Paul Green  
Director, Institute for Public Policy, CBPA  
Chairperson, Division of Public  
Administration, CBPA  
University Professor of Public Service,  
CBPA  
B.A., University of Illinois, 1964  
M.A., University of Chicago, 1966  
Ph.D., University of Chicago, 1975

Harriet Gross  
University Professor of Sociology &  
Women's Studies, CAS  
B.A., Northwestern University, 1958  
M.A., Northwestern University, 1960  
Ph.D., University of Chicago, 1974

Slawomir Grunberg

Lecturer, CAS  
M.F.A., Polish Academy of Motion Picture,  
TV, and Theatre Arts, 1981

Peter Gunther

University Professor of Environmental  
Science, CAS  
B.S., St. John's University, 1965  
M.S., Niagara University, 1967  
Ph.D., Pennsylvania State University,  
1972

Elizabeth A. Hagens

University Professor of Anthropology, CAS  
B.A., Occidental College, 1968  
M.A., University of Chicago, 1969  
Ph.D., University of Chicago, 1972

Reino W. Hakala

University Professor of Mathematical,  
Physical and Environmental Science, CAS  
A.B., Columbia College, 1946  
M.A., Columbia University, 1947  
Ph.D., Syracuse University, 1965

Donald Hansen

Continuing Education Coordinator, SP&CE  
B.A., Governors State University, 1976  
M.A., Governors State University, 1980

Marilyn K. Hart

University Professor of Management,  
CBPA  
B.S., University of Illinois, Chicago Circle,  
1972  
M.S., University of Illinois, Chicago Circle,  
1974  
M.S., Illinois Institute of Technology, 1982

Robert F. Hart

University Professor of Management,  
CBPA  
B.S., University of Illinois, 1949  
M.S., Illinois Institute of Technology, 1963  
Ph.D., Northwestern University, 1966  
M.S., Illinois Institute of Technology, 1981

Lee Hertzman

University Professor of Health Science,  
CHP  
B.A., Oberlin College, 1961  
Dip. Ed., University of East Africa, 1963  
M.P.H., University of Michigan, 1965  
Ph.D., University of Illinois, 1972  
M.B.A., University of Chicago, 1984

Robert K. Hess III

Lecturer, CE  
B.A., University of Georgia, 1973  
M.Ed., University of Georgia, 1976  
Ph.D., University of South Carolina, 1984

Charles Hicks

University Professor of Music, CAS  
B.M.E., Jackson State University, 1959  
M.M.E., Wayne State University, 1971  
Ph.D., Michigan State University, 1976

Susanne Hildebrand

University Professor of Communication  
Disorders, CHP  
B.S., Northern Illinois University, 1968  
M.S., University of Illinois, 1969

Paul G. Hill

University Professor of Counseling, CE  
A.B., Indiana State Teachers College, 1955  
M.A., Tennessee A & I College, 1965  
Ph.D., Indiana State University, 1973

John C. Hockett

University Professor of Science Education,  
CAS  
B.S., George Peabody College, 1949  
M.Ed., University of Florida, 1969  
Ph.D., Florida State University, 1972

Deborah Holdstein

University Professor of English and  
Rhetoric, CAS  
B.A., Northwestern University, 1973  
A.M., University of Illinois, 1975  
Ph.D., University of Illinois, 1978

Grace Hopkins

Chairperson, Division of Education, CE  
University Professor of Special Education,  
CE  
B.A., DePaul University, 1963  
M.Ed., University of Illinois, 1967  
Ph.D., University of Illinois, 1978

Christopher Howey

Lecturer, CAS  
B.S., Wayne State University, 1970  
M.E., Wayne State University, 1971  
Ph.D., Wayne State University, 1983

Dora Hubbard

Assistant Director of Admissions and  
Student Recruitment  
B.A., Southern Illinois University, 1970  
M.A., Governors State University, 1974

Helen Elizabeth Hughes

University Professor of Psychology, CE  
B.A., California State University (Los  
Angeles), 1954  
M.A., California State University (Long  
Beach), 1960  
Ph.D., University of Chicago, 1970

Akkanad M. Isaac

University Professor of Management  
Information Systems, CBPA  
B.S., Kerala University, 1954  
M.S., Lehigh University, 1967  
Ph.D., Lehigh University, 1969

Robert O. Jaynes

Assistant Director, University Relations  
B.S., University of Illinois, 1947  
M.A., Bowling Green State University,  
1950

Barbara B. Jenkins

University Professor of Psychology and  
Counseling, CE  
B.A., University of Chicago, 1962  
M.A., University of Chicago, 1963  
Ph.D., University of Chicago, 1972

Doris F. Johnson

University Professor of Nursing, CHP  
B.S.N., Tuskegee Institute, 1952  
M.A., University of Iowa, 1975

Loretta Jones

Admissions Counselor, ASR  
B.A., Northern Illinois University, 1971

Mary Eleise Jones

University Professor of Communication  
Disorders, CHP  
B.S.Ed., Memphis State University, 1972  
M.A., Michigan State University, 1975  
Ph.D., University of Pittsburgh, 1980

Robert Judd

University Professor of Business  
Administration, CBPA  
A.B., University of Chicago, 1942  
Ph.D., University of Wisconsin, 1963

Jay Kahn

Associate Vice President, Budget Planning  
and Management, A & P  
B.A., Northern Illinois University, 1973  
M.A., Sangamon State University, 1976

Jeffrey Kaiser

University Professor of Educational  
Administration, CE  
A.A.S., State University of New York  
(Buffalo), 1964  
B.S., State University of New York  
(Buffalo), 1966  
Ed.M., State University of New York  
(Buffalo), 1969  
S.E.A., State University of New York  
(Buffalo), 1972  
Ph.D., State University of New York  
(Buffalo), 1973

Maribeth Montgomery Kasik

University Professor of Special Education,  
CE  
B.S., Southern Illinois University, 1973  
M.Ed., University of Illinois, 1978  
Ph.D., Southern Illinois University, 1983

Robert E. Kelley

University Professor of Business  
Administration, CBPA  
B.A., University of Washington, 1948  
M.S.W., University of Washington, 1950  
Ph.D., University of Oklahoma, 1970

Thomas J. Kelly

University Professor of Urban History,  
CAS  
B.A., John Carroll University, 1962  
M.A., University of Illinois, 1965  
Ph.D., University of Illinois, 1971

Joyce Kennedy

University Professor of Communication,  
CAS  
B.A., Harris Teachers College, 1965  
M.Ed., St. Louis University, 1968  
Ph.D., Michigan State University, 1975

Daniel Kies

Learning Assistance Center Counselor,  
CLA  
B.A., University of Wisconsin—Milwaukee,  
1977  
M.A., University of Wisconsin—Milwaukee,  
1983

Tye Kim

University Professor of Finance, CBPA  
B.B.A., Seoul National University, 1955  
M.A., University of Minnesota, 1959  
M.S., University of Minnesota, 1966  
Ph.D., Ohio State University, 1973

Young Y. Kim

University Professor of  
Communication, CAS  
B.A., Seoul National University, Korea,  
1969  
M.A., University of Hawaii, 1972  
Ph.D., Northwestern University, 1976

Mohammed Kishta

University Professor of Science Education,  
CAS  
B.A., Moorhead State University, 1966  
M.S., North Dakota State University, 1968  
Ph.D., University of Iowa, 1974

Diane Kjos

Student Development Counselor, SAS  
University Professor of Counseling, CE  
B.S., Syracuse University, 1973  
M.A., Governors State University, 1974  
Ph.D., Loyola University, 1980

Phyllis Klingensmith

University Professor of Animal Physiology,  
CAS  
B.S., Pennsylvania State University, 1979  
M.S., Ohio State University, 1981  
Ph.D., Purdue University, 1984

Ndiva Kofele-Kale

University Professor of Political Science,  
CAS  
B.A., Beloit College, 1969  
M.A., Northwestern University, 1972  
Ph.D., Northwestern University, 1974

Louise T. Kohl

University Planner, A&P  
B.A., Michigan State University, 1971

Ana C. Kong

University Professor of Communication,  
CAS  
B.S., Far Eastern University (Manila), 1962  
M.S., University of Illinois, 1969  
Ph.D., University of Illinois, 1973

Ralph Kruse

Director, Instructional Communications  
Center  
University Professor of Television, ICC  
B.S., State University of New York  
(New Paltz), 1964  
M.A., University of Pennsylvania, 1965

William J. Kryspin

Special Assistant to the Provost  
B.A., St. Mary's College, 1964  
M.S., Purdue University, 1972  
Ph.D., Purdue University, 1974

Tony Labriola

University Professor of Television  
Production, ICC  
B.A., University of Illinois, 1972  
M.A., Ohio University, 1978

Margaret LaBrot

Continuing Education Center Manager,  
SP&CE  
B.S., Mount Mary College, 1958

Lynne Lajone

Lecturer, CHP  
B.A., Lawrence University, 1976  
J.D., University of Wisconsin Law School,  
1979

Annie L. Lawrence

Chairperson, Division of Nursing, CHP  
University Professor of Nursing, CHP  
Certificate Public Health Nursing,  
Loyola University, 1952  
B.S.N.Ed., DePaul University, 1953  
M.S.N.Ed., DePaul University, 1957

Otis O. Lawrence

Director of Assessment and Coordinator of  
BOG B.A. Degree Program  
University Professor of Science Education,  
CAS  
B.A., University of Iowa, 1948  
M.S., University of Iowa, 1951  
Ph.D., University of Oklahoma, 1971

Daphne Lee

Lecturer, CBPA  
B.A., Spalding College, 1960  
M.A., Northwestern University, 1963  
M.A., Northwestern University (J.L.  
Kellogg Graduate School of  
Management), 1980

Grace Lefebvre

Continuing Education Coordinator, SP&CE  
A.S., Thornton Community College, 1977  
B.A., Governors State University, 1979  
M.B.A., Governors State University, 1982

Robert E. Leftwich

University Professor of Nursing, CHP  
B.S.N., Baylor University, 1963  
M.S., Northern Illinois University, 1970  
Ph.D., Clayton University, 1977

Dorothy C. Legge

Research Associate, Registrar's Office  
B.A., Governors State University, 1974

Judith A. Lewis

University Professor of Alcoholism  
Sciences, CHP  
B.A., University of Michigan, 1960  
M.A., Eastern Michigan University, 1963  
M.A., Eastern Michigan University, 1965  
Ph.D., University of Michigan, 1970

Michael D. Lewis

University Professor of Psychology and  
Counseling, CE  
B.S., Eastern Michigan University, 1962  
M.A., Eastern Michigan University, 1964  
Ph.D., University of Michigan, 1969

V. K. Chris Liebscher

University Professor of Economics,  
Management, & Urban Planning, CBPA  
B.S., Staatsbauschule (Munich), 1953  
M.S., Southern Illinois University, 1971  
Ph.D., Southern Illinois University, 1972



**Jagan Lingamneni**

University Professor of Criminal Justice,  
CBPA  
B.Sc., A. P. Agricultural College, 1962  
M.Sc., A. P. Agricultural University, 1965  
Ph.D., Michigan State University, 1972  
M.S.C.J., University of Alabama in  
Birmingham, 1979

**James Lohman**

Assistant Registrar  
University Professor of Education, CE  
A.B., Washington University, 1953  
M.Ed., Harvard University, 1956  
Ed.D., Boston University, 1968

**Daniel Longo**

Lecturer, CHP  
B.S., Villanova University, 1974  
M.H.C.A., George Washington University,  
1976  
D.S., John Hopkins University, 1982

**Norman Love**

Director, Department of Public Safety  
B.A., Chicago State University, 1974  
M.A., Governors State University, 1976  
Ed.D., Nova University, 1980

**Benjamin Lowe**

University Professor of Education, CE  
B.A., University of Birmingham, 1966  
M.S., University of Wisconsin, 1968  
Ph.D., University of Wisconsin, 1970

**John Lowe, III**

Dean, College of Health Professions  
University Professor of Communication  
Disorders, CHP  
B.S., Eastern Illinois University, 1964  
M.A., University of Illinois, 1966  
Ph.D., University of Illinois, 1969

**Jay Lubinsky**

Chairperson, Division of  
Communication Disorders, CHP  
University Professor of Communication  
Disorders, CHP  
B.A., Brooklyn College, 1967  
M.S., Brooklyn College, 1972  
Ph.D., Case Western Reserve University,  
1977

**Brian Malec**

University Professor of Health Services  
Administration, CHP  
B.S.Ed., Northern Illinois University, 1966  
M.A., Northern Illinois University, 1970  
Ph.D., Syracuse University, 1978

**Zafar A. Malik**

University Professor of Management,  
CBPA  
Dip., Institution of Mechanical Engineers,  
1955  
M.S., Union College, 1967  
Ph.D., Rensselaer Polytechnic Institute,  
1974

**Mary Lou Manzardo**

Research Associate, CBPA  
B.S., University of Illinois, 1980

**James Massey**

University Professor of Health Services  
Administration, CHP  
B.A., McMurry College, 1963  
M.P.A., University of Missouri, 1969

**Eileen Massura**

University Professor of Nursing, CHP  
B.S.N., DePaul University, 1963  
M.S.N., St. Xaviers College, 1971

**David Matteson**

University Professor of Psychology and  
Counseling, CE  
B.A., Alfred University, 1960  
B.D., Colgate Rochester Divinity School,  
1964  
Ph.D., Boston University, 1968

**Dale F. Max**

University Professor of Business  
Administration, CBPA  
B.S., Wartburg College, 1966  
M.S., University of Wisconsin, 1968  
Ph.D., University of Iowa, 1972

**Larry A. McClellan**

Chairperson, Division of Humanities and  
Social Sciences, CAS  
University Professor of Urban Studies, CAS  
B.A., Occidental College, 1966  
M.Th., University of Chicago, 1969  
D.Min., University of Chicago, 1970

**Richard McCreary**

University Professor of Composition &  
Electronic Music, CAS  
B.S., Florida A & M University, 1966  
M.A., Southern Illinois University, 1970  
Ph.D., University of Iowa, 1974

**William P. McLemore**

University Professor of Education, CE  
B.S., Kent State University, 1957  
M.Ed., Kent State University, 1963  
Ph.D., Northwestern University, 1971



Douglas McNutt

Assistant Director/Coordinator of  
Veteran's Affairs, Financial Aid  
B.A., Governors State University, 1977  
M.A., Governors State University, 1979

Jon E. Mendelson

University Professor of Environmental  
Science, CAS  
B.A., Harvard College, 1962  
M.A., University of Wisconsin, 1968  
Ph.D., University of Wisconsin, 1972

Daniel Mendoza De Arce

University Professor of Latino Studies, CAS  
Ph.D., University of Uruguay, 1969  
Postdoctoral Work, Rutgers University,  
1972

Sandra Mensch

Continuing Education Coordinator, SP&CE  
B.A., Hunter College, 1958  
M.A., Governors State University, 1978

George Michel

University Professor of Educational  
Administration and Supervision, CE  
B.S., Brockport State Teachers College,  
1956  
M.A., San Francisco State College, 1963  
Ed.D., Stanford University, 1972

C. Edward Miller

University Professor of Life Science, CAS  
B.A., Northern Illinois University, 1966  
M.A., Northern Illinois University, 1969  
Ph.D., Northern Illinois University, 1972

Donald W. Miller

University Professor of Economics, CBPA  
A.B., Indiana University, 1964  
M.B.A., Roosevelt University, 1969  
Ed.D., Northern Illinois University, 1978

Irwin Miller

University Professor of Health Services  
Administration, CHP  
B.A., New York University, 1966  
M.A., University of Chicago, 1970  
M.P.H., University of North Carolina,  
1973

Joyce Mohberg

University Professor of Life Science, CAS  
B.S., North Dakota State University, 1953  
M.S., North Dakota State University, 1955  
M.S., University of Wisconsin, 1957  
Ph.D., University of Wisconsin, 1962

Sonya Monroe-Clay

University Professor of Social Work, CHP  
B.A., University of Illinois, 1959  
M.S.W., University of Illinois, 1961  
Ed.D., Western Michigan University, 1981

Joyce C. Morishita

University Professor of Art, CAS  
B.A., Northwestern University, 1965  
M.A., Northwestern University, 1966  
Ph.D., Northwestern University, 1980

Susan B. Morriss

Assistant Director, Budget Planning, A&P  
University Professor of Library Science, UL  
B.A., St. Olaf College, 1972  
M.L.S., Indiana University, 1973  
M.B.A., University of Chicago, 1979

John Morton

Research Associate, CBPA  
B.S., Miami University, 1965  
A.M., University of Illinois, 1966

Margaret A. Morton

University Professor of Business Education/  
Office Administration, CBPA  
B.C.S., Drake University, 1948  
M.S., University of Wyoming, 1961  
Ph.D., University of North Dakota, 1972

Melvyn M. Muchnik

Special Assistant to the President  
University Professor of Communications,  
CAS  
B.S., University of Maryland, 1960  
M.A., University of Maryland, 1966  
Ph.D., University of Denver, 1973

Ira Neal

Research Associate, A&P  
B.S., Northern Illinois University, 1973

Joyce Newman

Continuing Education Coordinator, SP&CE  
B.A., Wells College, 1959  
M.A., Governors State University, 1978

Odessa Nolin

Continuing Education Coordinator, SP&CE  
B.S., Indiana University, 1974

Paul O'Brien

University Professor of Accounting, CBPA  
B.S., Milikin University, 1959  
M.B.A., University of Chicago, 1963  
C.P.A., State of Illinois, 1964  
Ph.D., Illinois Institute of Technology,  
1978

**Roger K. Oden**

Chairperson, Division of Intercultural  
Studies, CAS  
University Professor of Political Science,  
CAS  
B.A., North Carolina Central University,  
1970  
M.A., University of Chicago, 1972  
Ph.D., University of Chicago, 1977

**Catherine Olson**

Reference Librarian, UL  
University Professor of Library Science, UL  
B.S.E., University of Central Arkansas,  
1970  
M.L.S., University of Oklahoma, 1971

**Charles L. Olson**

University Professor of Business  
Administration, CBPA  
B.S., Boston University, 1960  
M.B.A., Boston University, 1961  
M.B.A., University of Chicago, 1972

**John Ostenburg**

Director of University Relations  
B.A., Loyola University, 1968

**Roger Paris**

Continuing Education Coordinator, SP&CE  
B.A., University of Illinois, 1969

**June O. Patton**

University Professor of History, CAS  
B.A., Roosevelt University, 1967  
M.A., Roosevelt University, 1968  
M.S.T., University of Chicago, 1971  
Ph.D., University of Chicago, 1980

**John Payne**

Sculptor in Residence  
University Professor of Sculpture/Ceramics,  
CAS  
B.A., Beloit College, 1959  
M.S., University of Wisconsin, 1961  
M.F.A., University of Wisconsin, 1969

**Roscoe D. Perritt**

University Professor of Business  
Administration, CBPA  
B.A., Berry College, 1956  
M.A., Peabody College, 1959  
Ed.S., Peabody College, 1961  
Ph.D., Ohio State University, 1965  
M.A., Governors State University, 1976

**Carl Peterson**

Subject Specialist/Reference Librarian, UL  
University Professor of Library Science, UL  
B.A.Ed., School of the Art Institute  
(Chicago), 1954  
B.A., School of the Art Institute (Chicago),  
1954  
M.S.Ed., Chicago State University, 1970  
Ed.D., Nova University, 1982

**Sally Petrilli**

Coordinator of Instructional Development,  
ICC  
University Professor of Instructional  
Communication, ICC  
Ph.B., University of Chicago, 1948  
M.A., Governors State University, 1979

**Andrew J. Petro**

University Professor of Economics, CBPA  
B.S., DePaul University, 1953  
M.B.A., DePaul University, 1954  
Ph.D., Michigan State University, 1966

**Virginio L. Pucci**

Vice President, Administration and  
Planning  
University Professor of Public Service,  
CBPA  
B.E., State University of New York (New  
Paltz), 1949  
M.A., Columbia University, 1951  
Ed.D., University of Florida, 1955

**Suzanne Prescott**

Associate Vice President for Academic  
Affairs  
University Professor of Human  
Development, CE  
B.A., Lake Forest College, 1963  
M.A., University of Chicago, 1965  
Ph.D., University of Chicago, 1974

**Robert P. Press**

University Professor of Education, CE  
B.A., Antioch College, 1960  
M.A., New York University, 1962

**Richard S. Pride**

Director, Admissions & Student  
Recruitment  
B.A., Providence College, 1964  
M.A., University of Virginia, 1967

Michael Purdy

Chairperson, Division of Communication,  
CAS  
University Professor of Communication,  
CAS  
B.S., State University of New York at  
Albany, 1967  
M.S., Kansas State University, 1969  
Ph.D., Ohio University, 1973

Joan Radtke

Lecturer, CHP  
B.S., DePaul University, 1973  
M.S., University of Minnesota, 1980

Hugh Rank

University Professor of English Literature,  
CAS  
B.A., University of Notre Dame, 1954  
M.A., University of Notre Dame, 1955  
Ph.D., University of Notre Dame, 1969

Vinicio H. Reyes

University Professor of Bilingual/Bicultural  
Education, CE  
L.I.C., Catholic University of Ecuador,  
1957  
L.I.C., Catholic University of Ecuador,  
1960  
M.Ed., Loyola University (Chicago), 1968  
Ph.D., Loyola University (Chicago), 1975

Sang-O Rhee

University Professor of Health Services  
Administration, CHP  
B.A., Seoul National University, 1965  
B.A., Oklahoma City University, 1966  
M.S.W., University of Michigan, 1968  
M.A., University of Michigan, 1970  
Ph.D., University of Michigan, 1975

Howard A. Roberts

University Professor of Environmental  
Science, CAS  
B.S., University of Illinois, 1967  
M.A., Governors State University, 1971  
Ph.D., University of Illinois, 1981

JoAnn Roberts

Lecturer, CHP  
B.S., Wayne State University, 1970  
M.E., Wayne State University, 1971  
Ph.D., Northwestern University, 1977

Glady's Rogala

Admissions Counselor, ASR  
B.A., University of Illinois, Circle Campus,  
1977

William Rogge

University Professor of Psychology and  
Counseling, CE  
B.S., University of Wisconsin, 1950  
M.S., University of Wisconsin, 1951  
Ed.D., University of Illinois, 1963

Mary Schellhorn

Head of Cataloging/Subject Specialist, UL  
University Professor of Library Science, UL  
B.A., University of North Dakota, 1966  
M.A., University of Iowa, 1968  
M.A., Governors State University, 1973

Paul R. Schranz

University Professor of Photography, CAS  
B.F.A., Ohio University, 1970  
M.A., Governors State University, 1973  
M.F.A., Northern Illinois University, 1978

Richard Schutt

Lecturer, CHP  
B.S., Trinity Christian College, 1977  
M.H.S., Governors State University, 1980

Terri Schwartz

University Professor of Psychology, CE  
B.A., Reed College, 1970

Ali Setork

University Professor of Computer Science,  
CAS  
B.S., Abadan Institute of Technology, 1974  
M.S., Brown University, 1976  
Ph.D., Southern Illinois University, 1983

Farouk Shaaban

University Professor of Business  
Administration, CBPA  
B.C., Alexandria University, 1960  
M.S., Southern Illinois University, 1966  
Ph.D., University of Illinois, 1972

Aida Shekib

University Professor of Business  
Administration, CBPA  
B.A., Alexandria University, 1960  
M.B.A., Indiana University, 1964  
Ph.D., University of Illinois, 1970  
C.M.A., Institute of Management  
Accounting, 1975  
C.P.A., State of Tennessee, 1976

Richard R. Shreve

University Professor of Management,  
CBPA  
B.S., Western Illinois University, 1960  
M.S., Western Illinois University, 1962  
M.B.A., Western New England College,  
1965  
Ph.D., Illinois Institute of Technology,  
1978

Sharon Sibal

University Professor of Medical  
Technology, CHP  
B.S., Michigan State University, 1979  
M.H.P.E., University of Illinois, 1984

Donna L. Siemro

University Professor of Science Education,  
CAS  
B.S.Ed., Concordia Teachers College, 1963  
M.S.Ed., Northern Illinois University, 1970  
Ph.D., University of Iowa, 1974

Herman Sievering

University Professor of Engineering  
Science, CAS  
B.S., University of Illinois, 1966  
M.S., University of Illinois, 1967  
Ph.D., University of Illinois, 1971

Jean H. Singer

University Professor of Library Science, UL  
B.E., Chicago State University, 1946  
M.A.L.S., Rosary College, 1970

Barbara Smith

Acting Dean, SP&CE  
Director of Continuing Education, SP&CE  
B.A., University of Denver, 1951  
M.A., University of Denver, 1953

James Sokolinski

Admissions Counselor, ASR  
B.A., State University of New York at  
Buffalo, 1979  
M.S., State University of New York at  
Buffalo, 1981

David Sparks

Learning Assistance Center Counselor,  
CLA  
B.A., Lewis University, 1978  
M.B.A., University of Cincinnati, 1980

Sandra L. Stacy

Student Development Counselor, SAS  
University Professor of Counseling in  
Student Development  
B.A., University of Illinois, 1971  
M.S., Purdue University, 1979

Linda C. Steiner

University Professor of Journalism, CAS  
B.A., University of Pennsylvania, 1972  
Ph.D., University of Illinois, 1979

Michael Stelnicki

University Professor of Communication,  
CAS  
B.A., DePaul University, 1961  
M.A., Northwestern University, 1968  
Ed.D., Northern Illinois University, 1980

Mark A. Stevens

Coordinator of Academic Computing  
Services, A&P  
A.S., Elgin Community College, 1977

Pomela Stewart

Research Associate, CAS  
B.A., California State University (Chico),  
1967  
M.A., University of Oregon, 1972

Carl P. Stover

University Professor of Public Service,  
CBPA  
B.A., Stanford University, 1969  
M.A., University of Minnesota, 1973  
Ph.D., University of Minnesota, 1978

Rudolf Strukoff

University Professor of Vocal Music, CAS  
B.M.E., Andrews University, 1960  
M.Mus., Michigan State University, 1964  
Ph.D., Michigan State University, 1970

David Suddick

Psychometrist, Student Development  
University Professor of Counseling in  
Student Development  
B.S., Illinois State University, 1965  
M.A., University of Northern Colorado,  
1966  
Ph.D., University of Northern Colorado,  
1969

M. Catherine Taylor

Assistant to the President/Affirmative  
Action Officer (Intern)  
B.A., University of Illinois, 1970  
M.A., Governors State University, 1973

William Toner

University Professor of Environmental  
Planning, CBPA  
B.A., California State University, 1970  
M.P.A., California State University, 1971

Martin Treon

University Professor of Communication  
Disorders, CHP  
B.S., University of Minnesota, 1959  
M.A., Stanford University, 1961  
Ph.D., University of California, 1967

Shannon Troy

Reference Librarian, UL  
University Professor of Library Science, UL  
B.A., Nazareth College, 1962  
M.A., University of Rochester, 1964  
M.L.S., Rutgers University, 1966

Jordan A. Tsolakides

University Professor of Business  
Administration, CBPA  
B.S., University of Thessaloniki, 1956  
M.S., Michigan State University, 1962  
Ph.D., Michigan State University, 1968

Harvey D. Varnet

Director, University Library  
B.A., Southeastern Massachusetts University, 1969  
M.S., Simmons College, 1971  
M.Ed., Bridgewater State College, 1977  
D.A., Simmons College, 1979

Dale M. Velkovitz

University Professor of Accounting, CBPA  
B.S., Southern Illinois University, 1977  
M.B.A., Southern Illinois University, 1978  
C.P.A., State of Illinois, 1979

Richard J. Vorwerk

Acting Dean, CBPA  
University Professor of Public  
Administration, CBPA  
B.A., University of Notre Dame, 1956  
M.A., Loyola University (Chicago), 1963  
M.A., Indiana University, 1966  
Ph.D., Indiana University, 1971

Alma Walker-Vinyard

University Professor of English, CAS  
B.A., Clark College, 1964  
M.S., University of Tennessee, 1969  
Ed.D., University of Tennessee, 1973

Benjamin Weeks

Chairperson, Division of Management/  
Administrative Science, CBPA  
University Professor of Management,  
CBPA  
B.B.A., Memphis State University, 1962  
J.D., University of Mississippi, 1964  
M.B.A., Memphis State University, 1966  
Ph.D., University of Mississippi, 1973

Anthony Wei

University Professor of Philosophy and  
History, CAS  
B.A., Salesian University, 1958  
M.A., Salesian University, 1962  
S.S.L., Pontifical Biblical Institute, 1964  
Ph.D., University of Freiburg, 1969  
M.L.S., University of Pittsburgh, 1971

ane Wells

University Professor of Mathematics,  
CAS  
B.A., Marycrest College, 1966  
M.S., University of Iowa, 1967  
Ph.D., University of Iowa, 1970

Sandra Whitaker

University Professor of Psychology, CE  
B.A., Wayne State University, 1959  
M.A., Wayne State University, 1967  
Ph.D., Michigan State University, 1972

Kenneth R. Whittemore

Chairperson, Division of Health  
Administration, CHP  
University Professor of Health Services  
Administration, CHP  
B.A., St. Lawrence University, 1956  
M. Div., Tufts University, 1959  
Ph.D., Emory University, 1971

Kenneth F. Wieg

University Professor of Psychology and  
Counseling, CE  
B.B.A., University of Wisconsin, 1948  
B.D., Northwestern Lutheran  
Theological Seminary, 1951  
M.S., University of Oregon, 1967  
Ph.D., University of Oregon, 1973

Sharla Williams

Research Associate, SP&CE  
B.S.Ed., University of Illinois, 1976

Peggy Eleanor Williams

University Professor of Education, CE  
B.S., University of Illinois, 1957  
M.S., University of Chicago, 1972  
Ph.D., University of Chicago, 1980

Buford Wilson

University Professor of Psychology, CE  
B.A., University of Nevada, 1967  
Ph.D., University of Nevada, 1971

Bonnie Winkofsky

Assistant Director of Student Activities,  
SAS  
B.A., Governors State University, 1983

Audrey Witzman

University Professor of Education, CE  
B.A., Eureka College, 1958  
M.Ed., National College of Education,  
1962  
Ph.D., Northwestern University, 1976

Lonn A. Wolf

University Professor of Psychology and  
Counseling, CE  
B.A., University of Chicago, 1970  
M.S., Yale University, 1973  
Ph.D., Yale University, 1975

Peggy G. Woodard

Counselor/Coordinator of Guidance and  
Counseling, SAS  
B.A., Southern Illinois University, 1973  
M.S.E., Northern Illinois University, 1979

- Addison Woodward  
 Chairperson, Division of Psychology And  
 Counseling, CE  
 University Professor of Psychology, CE  
 B.S., C.W., Post College, 1964  
 M.A., Connecticut College, 1966  
 Ph.D., University of Toronto, 1968
- William S. Yacullo  
 University Professor of Communication  
 Disorders, CHP  
 B.S., Elmhurst College, 1974  
 M.A., Northwestern University, 1976  
 Ph.D., University of Iowa, 1982
- Leon J. Zalewski  
 University Professor of Science Education,  
 CAS  
 B.S., California State College, 1965  
 M.Ed., Indiana University of Pennsylvania,  
 1969  
 Ph.D., University of Iowa, 1974
- Pamela Zener  
 Learning Assistance Center Counselor,  
 CLA  
 B.A., Indiana University, 1969
- Carl Ziemann  
 Lecturer, CBPA  
 B.S., Case Institute of Technology, 1954  
 M.B.A., University of Illinois (Chicago),  
 1982
- Linda K. Ziemann  
 University Professor of Nursing, CHP  
 B.S.N., Ohio State University, 1962  
 M.S.N., Governors State University, 1978
- Patricia Zurga  
 Research Associate, Business Operations  
 B.A., Governors State University, 1983



## State of Illinois Board of Higher Education

William B. Browder, Chairman, Lincolnshire  
 Diego Redondo, M.D., Vice Chairman, Deerfield  
 Warren H. Bacon, Chicago  
 Rey Brune, Moline  
 William S. Campbell, Ashland  
 Gaylord Donnelley, Chicago  
 William D. Forsyth, Jr., Springfield  
 John Gilbert, Carbondale  
 Evelyn Kaufman, LaSalle  
 Carol C. Lohman, Springfield  
 David Murray, Sterling  
 David J. Paulus, Chicago  
 Robert Powers, Decatur  
 Jane Hayes Rader, Cobden  
 Harris Rowe, Jacksonville  
 Glenn Stolar, Carbondale (Student)

### ALTERNATES

Nancy Froelich, Gridley  
 Toussaint L. Hale, Jr., Chicago  
 Carol Kimmel, Moline  
 Nina T. Shepherd, Winnetka  
 Cheryl Warmann, Urbana  
 Harry L. Wellbank, Crystal Lake

## State of Illinois Board of Governors of State Colleges and Universities

Evelyn Kaufman, Chairperson, LaSalle  
 Thomas D. Layzell, Executive Director, Springfield  
 James Althoff, McHenry  
 Dominick J. Bufalino, Norwood Park Township  
 Lowell Fisher, Fairview  
 Nancy Froelich, Gridley  
 William Hoffee, Fairfield  
 Robert Ruiz, Chicago  
 Wilma Sutton, Chicago  
 D. Ray Wilson, Dundee

### STUDENT BOARD MEMBERS

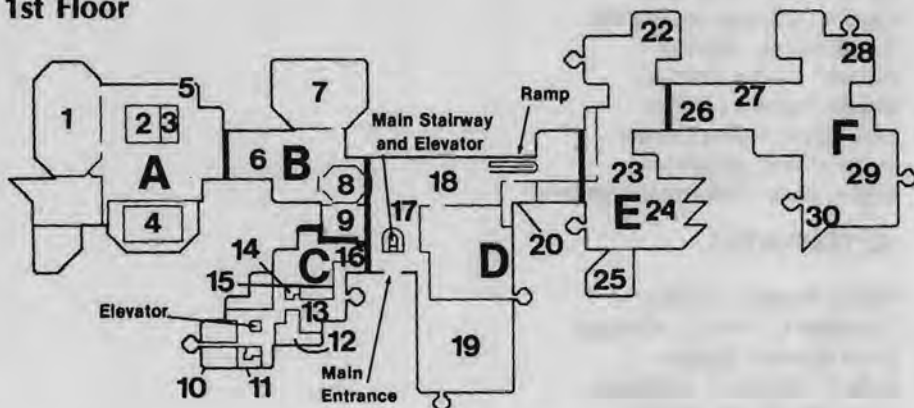
Anitra J. Ward, Chicago State University  
 Aaron T. Shepley, Eastern Illinois University  
 Michael Blackburn, Governors State University  
 Paul Nordhaus, Northeastern Illinois University  
 Gary Schwigen, Western Illinois University

## Campus Map

Individual wings of the main building, offices, and classrooms have letters and room numbers. To locate an office or classroom, first note the letter designation (A-F) which indicates the wing of the building. The wings and rooms contained therein are color coded to help identify their location: A-red, B-orange, C-yellow, D-green, E-blue, and F-purple. The first numeral indicates the floor and the remaining numerals the room number. For example, D2105 would be in D Wing (green background on signage) on the second floor.

The outline of the main building below indicates the location of the individual wings.

### 1st Floor



#### A

- 1 Gymnasium
- 2 YMCA Office
- 3 Handball Court
- 4 Swimming Pool
- 5 Child Care Center

#### B

- 6 Physical Plant Operations
- 7 Theatre
- 8 Engbretson Hall
- 9 Student Development

#### C

- 10 Personnel Office
- 11 Department of Public Safety
- 12 Dean, Student Affairs & Services
- 13 Financial Aid Office
- 14 Cashier
- 15 Admissions & Student Recruitment Office
- 16 Registrar's Office

#### D

- 17 Hall Of Governors
- 18 Cafeteria
- 19 Instructional Communications Center
- 20 Bookstore

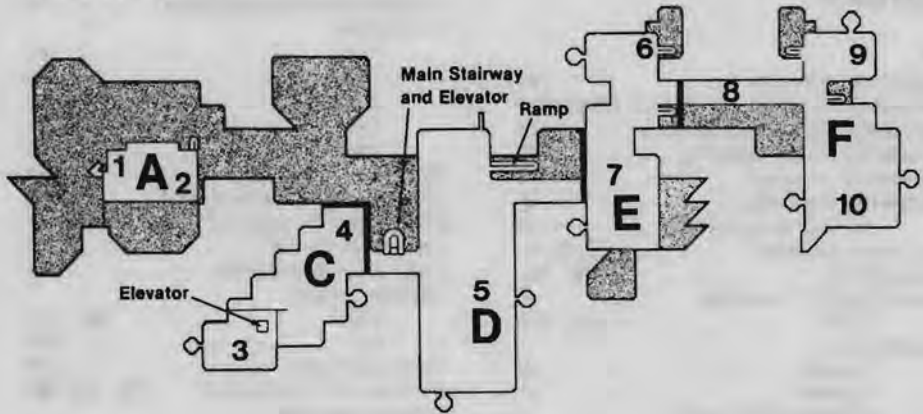
#### E

- 22 University Commons
- 23 Arts & Sciences Faculty
- 24 Art Studios
- 25 Music Recital Hall

#### F

- 26 Conferences and Workshops
- 27 Health Professions Faculty
- 28 Special Programs & Continuing Education
- 29 Arts & Sciences Faculty, and Labs
- 30 Greenhouse

## 2nd Floor



### A

- 1 Student Affairs & Services
- 2 Center for Learning Assistance

### C

- 3 Administrative Computing Center
- 4 Library

### D

- 5 Library

### E

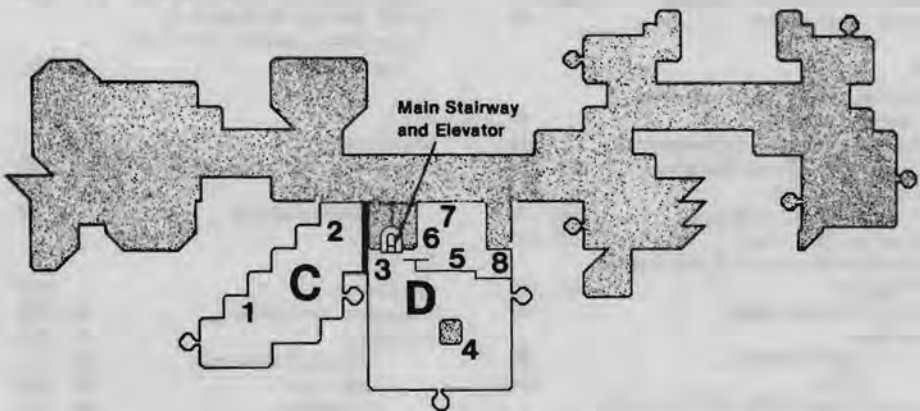
- 6 Dean, Arts & Sciences
- 7 Arts & Sciences Faculty

### F

- 8 Health Professions Faculty
- 9 Dean, Health Professions
- 10 Arts & Sciences Faculty, and Labs

## 3rd Floor

## 3rd Floor



### C

- 1 Business & Public Administration Faculty
- 2 Dean, Business & Public Administration

### D

- 3 Dean, Education
- 4 Education Faculty
- 5 Office of Administration & Planning

### 6

- 6 Provost's Office
- 7 President's Office
- 8 University Relations

# Index

## A

- Academic Amnesty.....43
- Academic Calendar.....Inside front cover
- Academic Computing Services.....10
- Academic Credit Reporting.....41
- Academic Honesty.....44
- Academic Regulations.....40
  - Student Responsibility.....40
- Academic Standing.....30, 42
- Accounting.....89, 163
- Accreditation, University.....6
  - CHP.....105, 152
- Admissions
  - General.....20
  - Graduate.....23
  - International Students.....27
  - Readmission.....25
  - Special.....24
  - Undergraduate.....21
- Admissions and Student
  - Recruitment Office.....8
- Air Force ROTC.....59
- Alcoholism Sciences.....114, 153, 166
- Analytical Chemistry.....122
- Anthropology.....170
- Appendix.....299
- Army ROTC.....60
- Art.....66, 123, 171
- Arts and Sciences, College of.....65, 121
- Assessment of Prior Learning.....10, 44, 303
- Audit Registration.....45

## B

- Bachelor's Degree, Graduation
  - Requirements.....33
- Bachelor's Degree, Subsequent.....34
- Bilingual/Bicultural Education.....102, 175
- Biology (Also see
  - Environmental Biology).....68, 176
- Board of Governors.....17, 331
- Board of Governors (BOG) Degree
  - Program.....10, 115
- Bookstore (See Map).....332
- Business
  - Administration.....88
  - MBA.....135
- Business and Public Administration,
  - College of.....85, 133
- Business and Technology.....92
- Business Education.....96, 182
- Business Law.....184

## C

- Cafeteria (See Map).....332
- Calendar (See Academic Calendar)
- Campus Ministries.....17

- CEEL.....44, 303
- Center for Learning Assistance.....9
- Certification
  - CAS.....65
  - CBPA.....85
  - CE.....98, 139
  - CHP.....105, 152
  - Educational.....31
- Change of Major.....44
- Chemistry (Also see Analytical).....70, 185
- Chief School Business Official.....144, 147
- Child Care Center.....14
- Clubs and Organizations.....15
- Collegial Policies
  - CBPA.....85, 133
  - CE.....139
- Commencement.....37
- Communication Disorders.....106, 154, 189
- Communication(s)
  - Media.....78, 130, 253
  - Interpersonal.....77, 129
  - Studies.....193
- Community College Administration.....145
- Computer Science.....72, 196
- Conferences and Workshops.....10
- Continuing Education.....9
- Continuing Student, Definition.....43
- Counseling.....139, 200
- Counseling Center.....17
- Counseling, School (See School
  - Counseling)
- Course Descriptions.....161
- Course Numbers, Explanation.....162
- Credit Through Evaluation of
  - Experiential Learning (See CEEL)
- Criminal Justice.....94, 206

## D

- Dean's List.....42
- Degree Requirements, university.....29
  - Graduate.....34
  - Undergraduate.....32

## E

- Economics.....207
- Education, College of.....98, 139
- Education.....141, 210
  - Bilingual/Bicultural.....102, 175
  - Business.....96, 182
  - Elementary.....99, 218
  - English.....75, 225
  - Multicategorical Special
    - Education.....148
  - Music.....81
  - Science.....69, 71, 287
  - Special.....102, 294
- Educational Administration.....145, 147
- Educational Administration and
  - Supervision.....144, 216

Educational Certification.....31  
 Educational Computing.....217  
 Educational Supervision.....146, 147  
 Elementary Education.....99, 218  
 English.....74, 124, 221  
 English Education.....75, 225  
 Environmental Biology.....125  
 Environmental Science.....225

**F**

Faculty (See Professional and  
 Administrative Staff)  
 Film (See Media Communications)  
 Finance.....89, 226  
 Financial Aid Office.....54  
 Financial Assistance.....54  
     Application for.....57  
     Eligibility.....54  
     Programs.....54

**G**

Geography.....229  
 Geology.....230  
 Governance, Student.....16  
 Grades.....40  
 Grading Policy.....30, 305  
 Graduate Studies.....117  
     Degrees Offered.....120  
     CAS.....121  
     CBPA.....133  
     CE.....139  
     CHP.....152  
 Graduation  
     Application Procedures.....36  
     Honors.....43  
     Requirements.....33, 35

**H**

Health Administration.....107, 155, 230  
 Health Insurance.....49  
 Health Professions Education.....157, 234  
 Health Professions, College of.....105, 152  
 Health Sciences.....235  
 History (Also see Social Sciences).....236  
 Hold List, University.....45  
 Honors.....42

**I**

Illinois Board of Higher Education...17, 331  
 Independent Study.....44  
 Industrial Management  
     and Supervision.....93  
 Information Office.....14  
 INNOVATOR.....16  
 Instructional Communications  
     Center (ICC).....11  
 Instructional and Training  
     Technology.....127, 238  
 Intercultural Studies.....76, 128, 240

International Students.....27  
 Interpersonal Communication (Also see  
     Communication Studies).....77, 129  
 Intramural and Recreational  
     Activities.....15

**J**

Journalism (See Media Communications)

**L**

Labor Relations (See Personnel  
 Management and Labor Relations)  
 Language Proficiency.....25  
 Liberal Education.....34, 62  
 Library, University.....8  
 Literature.....221

**M**

Management.....243  
     Information Systems.....90, 247  
     Personnel.....91  
     Production.....91  
 Map, Campus.....332  
     Regional.....Inside back cover  
 Marketing.....90, 249  
 Master's Degree, Graduation  
     Requirements.....35  
 Master's Degree, Subsequent.....36  
 Mathematics.....252  
 MBA Program.....135  
 Media Communications.....78, 130, 253  
 Medical Technology.....108, 258  
 Mental Health.....104  
 Multicategorical Special  
     Education.....148  
 Music.....80, 131, 260  
 Music Education.....81

**N**

Nursing.....110, 158, 266

**O**

Office Administration.....95, 269  
 Orientation.....14

**P**

Painting (See Art)  
 Parking Fee.....49  
 Personnel Management and  
     Labor Relations.....91  
 Philosophy.....270  
 Photography.....82, 270  
 Physics.....273  
 Placement.....11  
 Political Science.....274  
 Printmaking (See Art)  
 Production Management.....91  
 Professional and Administrative  
     Staff.....315

Proficiency Testing.....62  
 Psychology.....103, 276  
 Psychology, School  
 (See School Psychology)  
 Public Administration.....97, 137, 284

**R**

Readmission.....25  
 Records, Student.....41, 308  
 Recruitment, Student (See Admissions  
 and Recruitment)  
 Refunds.....50  
 Registrar's Office.....8  
     Audit.....45  
     Permission.....45  
 Residency.....30, 50, 300  
 ROTC, Air Force.....59  
     Army.....60

**S**

School Counseling.....149  
 School Psychology.....150  
 Science Education.....69, 71, 287  
 Sculpture (See Art)  
 Sexual Harassment Policy.....311  
 Small Business Management  
     and Retailing.....93  
 Social Sciences.....83, 132, 290  
 Social Work.....112, 291  
 Sociology.....293  
 Special Admission.....24  
 Special Education (Also see Multicate-  
     gorical Special Education).....102, 294  
 Statistics.....297  
 Student Activity Center.....14  
 Student Clubs, Organizations.....15  
 Student Resource Center.....14  
 Student Senate.....16  
 Student Study Plan.....30

**T**

Testing Center.....9  
 TOEFL Information.....26  
 Transcripts.....41  
 Transfer Credit.....32, 34  
 Tuition and Fees.....47  
     Description of Fees.....49  
     Off-Campus Tuition.....48  
     Payment.....49  
     Undergraduate/Graduate Status...50  
 Tutorial Services (See Center for  
     Learning Assistance)

**U**

Undergraduate Studies.....61  
     Degrees Offered.....63  
     CAS.....65  
     CBPA.....85  
     CE.....98  
     CHP.....105

**V**

Veterans Affairs.....58

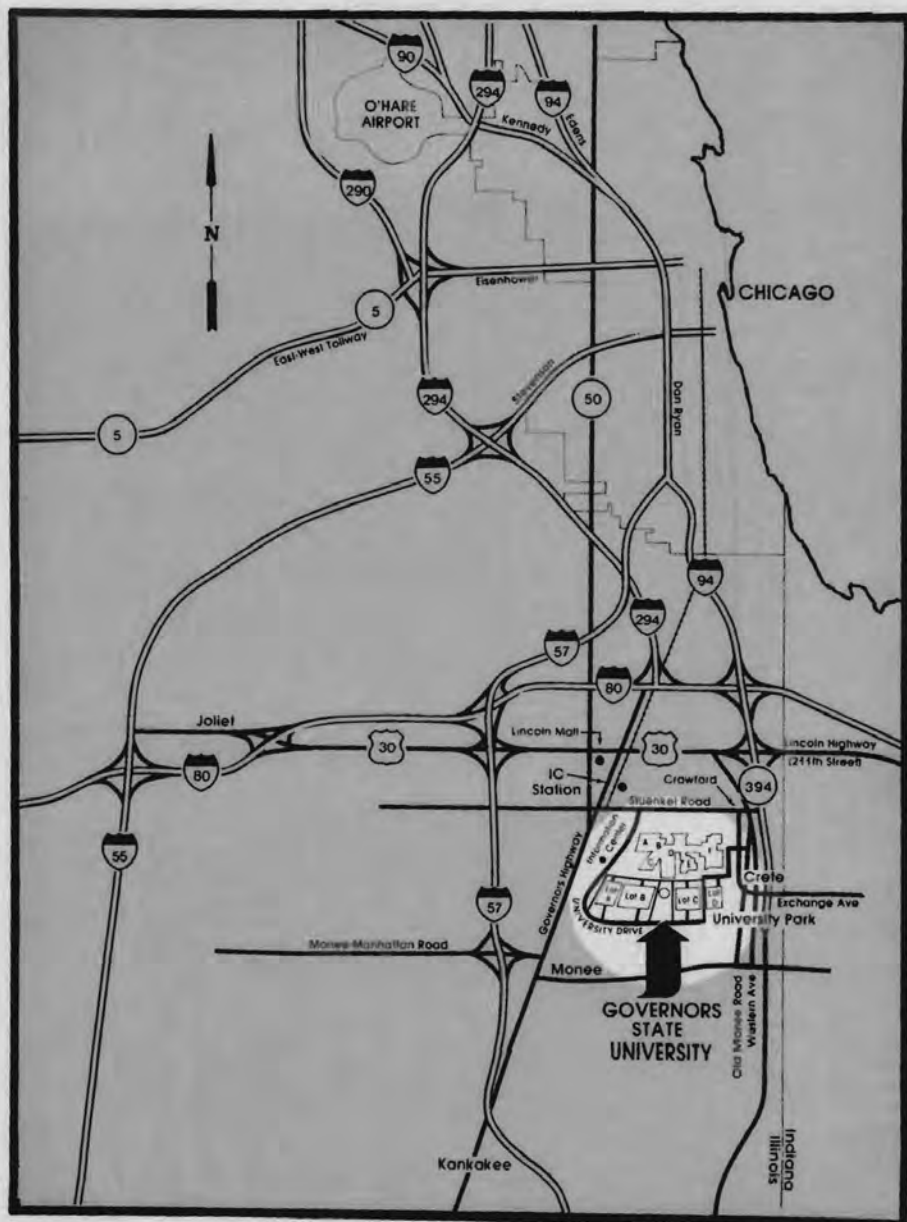
**W**

Withdrawal Policy.....307  
 Women's Resource Center.....17  
 Writing and Basic Mathematics  
     Testing Policy.....34, 62

**Y**

YMCA.....15





GOVERNORS  
STATE  
UNIVERSITY  
University Park, IL  
60466-0975

Non Profit  
Organization  
U.S. POSTAGE  
**PAID**  
Park Forest, IL  
Permit No. 178

